

C2 Proficiency Trainer

**Six Practice Tests with answers
and Teacher's Notes**

with audio 

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C2 Proficiency Trainer

**Six Practice Tests with answers
and Teacher's Notes**

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

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Key: L= Listening, RUE= Reading and Use of English, S= Speaking, W= Writing.

Text

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Introduction

Who is this book for?

If you are looking to take the C2 Proficiency exam, formerly known as Cambridge English: Proficiency (CPE), then this book is for you!

Why is this book called 'Trainer'?

This book is called '**Trainer**' because it's full of exercises to help you to get better and better at doing each part of the C2 Proficiency exam.

How do I use this book?

First, do all the practice activities on each **Training** page, and read the tips and advice. Then do an **Exam practice** task and check your answers.

On Training pages you will find:

Cambridge Learner Corpus

These feature typical mistakes made by C2 Proficiency candidates. Reviewing these will help you not to make the same mistakes when you do the C2 Proficiency exam.

Tip! The Training activities for Tests 1 and 2 include 'Tip' boxes, which provide guidance on how to do well in the exam and help you understand a task. For example: *By carefully reading the sentence that establishes the context and the language used in the questions, you can start to speculate about what you will hear in the extract. This will sharpen your focus before the recording starts.*

Remember! These boxes give quick reminders about specific grammar points or vocabulary. For example: *You should begin your essay with a sentence explaining what the over-arching theme of the two texts is.*

Advice The Exam practice tasks include 'Advice' boxes, which prompt you to think critically about how to answer a specific question or understand where you might find the correct answer. For example: *As you listen, pay attention to the time periods that are mentioned.*

Tests 1–2

In Tests 1 and 2, you will find:

- **advice** and **training exercises** to help you with different parts of the exam task
- a C2 Proficiency **exam task** to try and complete.

Tests 3, 4, 5 and 6

When you finish Tests 1 and 2, you will be ready to carry out complete C2 Proficiency practice tests.

Tests 3, 4, 5 and 6 are just like real C2 Proficiency tests with Reading and Use of English, Writing, Listening and Speaking papers. Doing these tests will give you extra help to prepare for the exam.

Keep a record of your scores as you do the tests. You may find that your scores are good in some parts of the test, but you may need to practise other parts more. Make simple tables like this to help record your scores:

Paper 3 Listening

	Part 1	Part 2	Part 3	Part 4
Test 3				
Test 4				
Test 5				
Test 6				

Other features of the C2 Proficiency Trainer

- **Visual material**

In the Speaking test, the examiner will give you a booklet with pictures and photographs in it. The visual material in the colour section from pages C1 to C15 will help you practise and become familiar with the type of tasks you will see in the C2 Proficiency Speaking test.

- **Audio recordings**

You listen to these for your Listening exam practice. There are also audio recordings to help you practise and gain confidence with all parts of the Speaking paper.

- **Teacher notes for Tests 1 and 2 (with answers only)**

Available in the digital pack, these contain step-by-step guidance for the Training exercises and accompanying Exam practice tests, together with extension activities and answer keys.

- **Keys for Tests 3–6 (with answers only)**

Answer keys for all Tests 3 to 6, including extended answer keys for Reading and Use of English and Listening, are available in the digital pack.

- **Sample answer sheets**

Available in the digital pack, sample answer sheets for the Reading and Use of English, Writing and Listening papers of the exams so that you can see what they look like.

The structure of the C2 Proficiency exam

The C2 Proficiency exam has four papers:

Reading and Use of English (1 hour 30 minutes)

This paper consists of seven parts with 53 questions. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and discrete items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains texts and accompanying reading-comprehension tasks.

Writing (1 hour 30 minutes)

This paper consists of two parts, which carry equal marks. In Part 1, which is compulsory, you must write an essay with a discursive focus of between 240 and 280 words. The task requires you to summarise and evaluate the key ideas contained in two texts of approximately 100 words each.

In Part 2, there are three questions from which you must choose one to write about. The range of tasks from which questions may be drawn includes an article, a letter, a report or a review. In this part, you must write between 280 and 320 words. Assessment is based on the Assessment Scales, comprising four subscales: Content, Communicative Achievement, Organisation and Language.

Listening (approximately 40 minutes)

This paper consists of four parts with 30 questions. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

Speaking (approximately 16 minutes)

The Speaking test consists of three parts. The standard test format is two candidates and two examiners. One examiner acts as interlocutor and manages the interaction either by asking questions or providing cues for the candidates. The other acts as assessor and does not join in the conversation. The test consists of short exchanges with the interlocutor, a collaborative task involving both candidates and an individual long turn followed by a three-way discussion.

Frequently asked questions:

What level is C2 Proficiency?

The exam is targeted at Level C2 in the Council of Europe's Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). It has been accredited by Ofqual, the statutory regulatory authority in England, at Level 3 in the National Qualifications Framework.

The C2 Proficiency exam is recognised by universities, employers, governments and other organisations around the world as proof of the ability to use English to function at the highest levels of academic and professional life.

At this level you should be able to:

- understand with ease virtually everything you hear or read
- summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation
- express yourself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

What grade do I need to pass C2 Proficiency?

C2 Proficiency results are reported on the **Cambridge English Scale**.

(<https://www.cambridgeenglish.org/exams-and-tests/cambridge-english-scale/>)

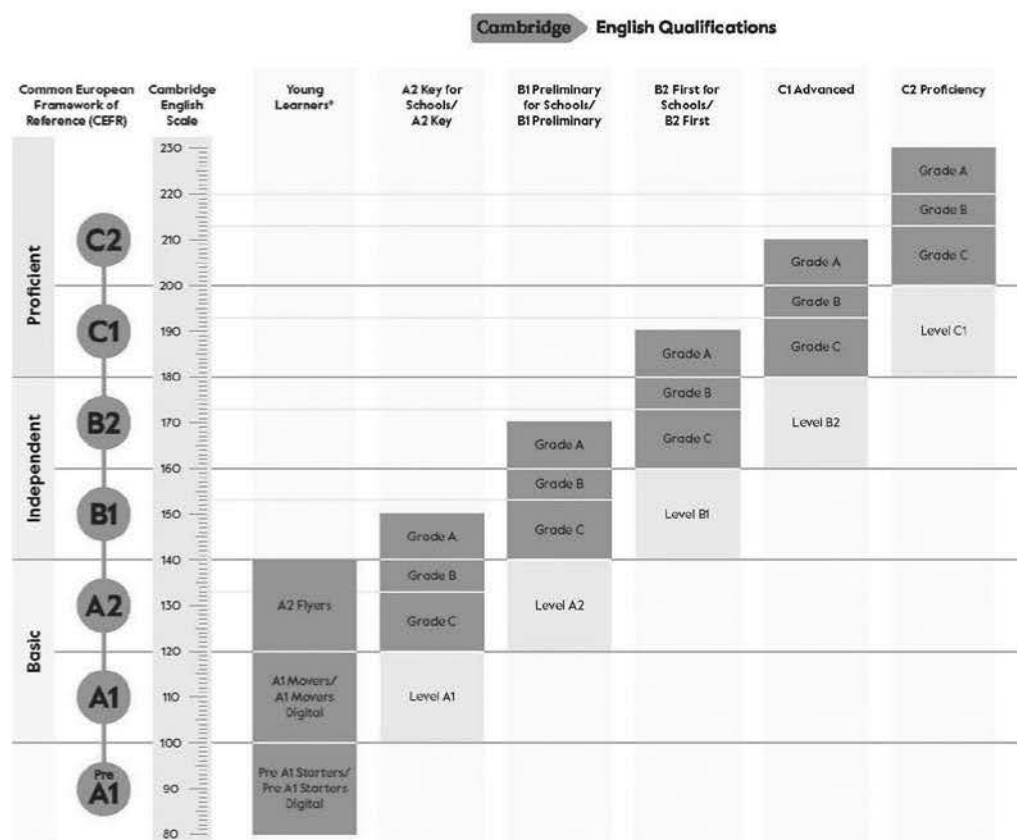
You do not have to get a certain mark to pass each paper in the exam. The final mark for C2 Proficiency is the total number of marks from all four papers. You will receive a Statement of results which gives you your Overall score and Individual scores for each of the skills. You will receive a separate score for each of the four skills (reading, writing, listening and speaking) and Use of English, giving you a clear understanding of your performance.

For C2 Proficiency, the following scores will be used to report results:

Cambridge English Scale Score	Grade	CEFR level
220–230	Grade A	C2
213–219	Grade B	C2
200–212	Grade C	C2
180–199	Grade C1	C1

The examination also provides reliable assessment at the level below C2 (Level C1).

The relationship between the CEFR levels, the Cambridge English Scale and the grades awarded in C2 Proficiency is illustrated below:



Can students of any age take the C2 Proficiency exam?

While some exams are designed with younger learners in mind (e.g. A2 Key for Schools, B1 Preliminary for Schools, B2 First for Schools), C2 Proficiency is open to candidates of any age. It is, however, intended for those who have reached an advanced level of English.

Can I use pens and pencils in a paper-based exam?

You can use pens or pencils in the exam. For written responses, you should use black or dark blue ink (for UK examinations, black ink should be used). Pale blue ink is often illegible. Red or green ink must not be used. Soft pencil (type B or HB) must be used for multiple-choice tests. You are not allowed to use correction fluid, correction tape or erasable pens during any part of your C2 Proficiency exam.

What should I expect if I complete the digital C2 Proficiency exam?

The C2 Proficiency digital exam includes features which allow you to adjust the text size and contrast. All questions have a grey line above the question number. The line will change to black when the question has been answered. The unanswered questions will remain grey. There is a timer at the top of the screen. When there are five minutes remaining, the time switches from showing only full minutes to showing minutes and seconds. When there is one minute remaining, the background colour changes and the text turns red.

In the Writing section, your words will be counted automatically as you are typing.

You can copy and paste, delete and edit what you write at any time during the Writing test. You will be given paper that you can use to plan and make notes for the Writing test. Please make sure to leave all the paper in the exam room once the exam has finished.

In the Listening section, you can change the volume by using the bar in the bottom-right at any time during the test. You cannot pause the audio. You will hear each track twice.

You have two minutes to check your answers before the test ends.

If you want to gain experience of what it is like to take a digital test, then please go to the English Shop to find out more about an Authentic Digital Practice Test (ADPT).

What happens if I don't have enough time to finish writing?

You can only be given marks for what you write on your answer sheet, so if you do not complete this, then the examiner cannot see what you can do and how good your English is. Watch the clock and plan your time carefully. Do not waste time writing your answers on other pieces of paper. However, in the Listening test, it is a good idea to write your answers on the question paper first. You will have time at the end to transfer your answers from the question paper to your answer sheet.

If I write in capital letters, will it affect my score?

No. You don't lose marks for writing in capital letters in C2 Proficiency. Whether you choose to use capital letters or not, you should always make sure that your handwriting is clear and easy to read. Remember that the examiners can't mark a piece of writing that they can't read!

Task information

- Part 1 tests your knowledge of vocabulary and how words are used together to create a specific meaning.
- In Part 1, there is one short text with eight gaps.
- For each gap 1–8, you choose the correct word or phrase (A, B, C or D) to complete it.
- Most gaps are single words which combine with other words in the sentence to create the writer's intended meaning.
- The word you choose to fill a gap may be part of a collocation, a fixed phrase or a phrasal verb.
- The word you choose may depend on grammatical words (e.g. articles and prepositions) coming immediately before or after the gap.
- Sometimes, the word you choose may depend on the meaning of the whole text and the argument the writer is developing, e.g. words that link ideas between sentences.
- The word you choose needs to make sense in the context of the whole text.

1 Useful language Choosing the correct word in context

Read the text and choose the correct word. Think about why the incorrect word is wrong.

Breaking rules

Would you conform to a rule, even if nobody would actually know if you broke it? A series of experiments **(1) found / decided** that 25% of people do exactly that: they obey rules unconditionally, even in the **(2) absence / lack** of any kind of social pressure.

The findings of this research challenge traditional economic theories, which assume that **(3) staying / sticking** to the rules is what people do in order to gain some kind of benefit – whether that's financial or in terms of being **(4) regarded / considered** as a responsible member of society.

The researchers found that a surprisingly large number of people will follow rules, even if they can't see the **(5) reason / purpose** of them, and continue to do so, even if it is inconvenient and others seem to be ignoring those same rules. In only a relatively small number of cases did observing others breaking a rule have the **(6) impact / effect** of nudging people to do the same. The research has already **(7) generated / composed** a lot of interest amongst sociologists and others who study human behaviour.

2 Useful language Collocations

2a Choose the correct word to complete the common collocation in each sentence.

- 1 After months of negotiation, the two sides finally *reached / achieved / succeeded* an agreement.
- 2 After the race, the athlete was taken aback to hear that she'd actually *set / fixed / given* a new world record.
- 3 When you work together on a project, a *close / strict / narrow* bond forms amongst members of the team.
- 4 Going for a pizza rather than a burger made for a *welcome / happy / great* change to our normal routine.
- 5 The experience of climbing the mountain made a *perpetual / ceaseless / lasting* impression on Kirsty.

Tip! A collocation is two or more words that are often used together to create a particular meaning, e.g. *make a promise, keep a promise, break a promise*. When words collocate, they sound natural together and convey clear meaning. Some collocations are very commonly used and become set phrases, e.g. *environmentally friendly*.



Learners often make mistakes with collocations: ~~do~~ **make** a mistake
 make **have** experiences ~~take~~ **make** a decision

2b Choose an adverb from the box for each gap to form a common collocation. There are two extra adverbs.

deeply greatly highly narrowly strongly wholly widely wildly

- 1 Melanie was encouraged to hear that she wasn't alone in wanting to question some of the speaker's assumptions.
- 2 Ralph comes across as a very motivated person who would do his best in any situation.
- 3 Although he thought he'd made himself clear, the politician's words were misinterpreted by the general public.
- 4 Della was upset by some of the unkind remarks made to her.
- 5 We advise customers to book early for what promises to be a very popular concert.
- 6 Benji escaped injury when he came off his bike near the end of the race.

2c Read the sentences and choose the option (A, B or C) that forms the correct collocation.

- 1 Finding that she'd been allocated a seat in the front row at the event came as a surprise to Katrina.
 A downright B sheer C total
- 2 Being asked to chair the meeting was an honour for Radha.
 A unexpected B unpredicted C unforetold
- 3 Failing to complete the competition came as a disappointment to Aisling.
 A sour B bitter C heavy
- 4 It was Leo's lifelong to play at the national stadium.
 A strategy B ambition C target
- 5 There is a awareness of the need to reduce water consumption.
 A raising B growing C spiralling
- 6 Replacement power cables for this device are available in all good stores.
 A widely B broadly C narrowly

Tip! There are several different types of collocation, e.g. verb + noun, noun + verb, adjective + noun, adverb + adjective, etc. Any of these could be the focus of a question in a Part 1 task.

Tip! When you're practising Part 1 tasks, keep a note of any new collocations that you learn and the context in which they occurred, so that you remember exactly what they mean.

Questions 1–8

For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

The high-school prom

The prom has long been a key feature of the final-year calendar for US high-school students, and the idea is **1** popularity elsewhere too. The prom is essentially a big party for those leaving school and embarking on a new chapter in life. It represents the **2** opportunity for teens to dress up in glamorous outfits and arrive in style. The parallel with red-carpet celebrity events isn't **3** on anyone.

Although it's easy to **4** this adolescent ritual off as a frivolous event, that would be to underestimate its significance. If teens themselves have a hand in organising the event, this can provide **5** for developing life skills. Group decisions have to be made regarding dates, venues, etc. within the **6** of a budget, and this can represent a steep learning curve for those involved.

Even for teens who **7** attend the event, however, the prom can mark a rite of passage. It's an opportunity for them to present a new self-image, using the occasion as a **8** to convey who they'd like to be in future.

Tip! Look at the title and think about the topic of the text. Read the whole text quickly to get an idea of what the writer is saying about the topic.



Tip! Read the sentence around each gap carefully and think about what type of information is missing. What can the words before and after the gap tell you? Now read the four options for that question. Which option seems to fit best? Think about why it might be correct and why the other options seem wrong.

Tip! When you've answered all the questions, read through the text again with your answers in place to make sure that it all makes complete sense.

- | | | | | |
|---|----------------|---------------|--------------|--------------|
| 1 | A becoming | B gaining | C getting | D proving |
| 2 | A excellent | B golden | C perfect | D great |
| 3 | A lost | B missed | C left | D escaped |
| 4 | A write | B pass | C check | D see |
| 5 | A content | B place | C chance | D scope |
| 6 | A deadlines | B constraints | C boundaries | D conditions |
| 7 | A scarcely | B hardly | C simply | D barely |
| 8 | A presentation | B showcase | C stage | D display |

Advice

- 1 Only one of these verbs collocates with the noun *popularity* – the others would be used with the adjective *popular*.
- 2 All of these adjectives collocate with the word *opportunity*, but only one is used after the definite article *the*.
- 3 Only one of these words can be used in this fixed phrase, which means 'everyone knows that it's true'.
- 4 The correct option is part of a phrasal verb, but the preposition that completes it appears later in the sentence.
- 5 The correct option means 'having the potential for something to happen'. Only one of these options can be used in this abstract sense without an article.
- 6 This noun means 'limitations' – only one of these options commonly collocates with *budget* to create this meaning.
- 7 This adverb is making a contrast with the students in the previous paragraph who are more involved, but the writer goes on to make a positive point. Which of these options has a positive connotation?
- 8 These nouns all express the idea of putting something on show, but only one can be used in this abstract sense followed by *to convey*.

Task information

- Part 2 tests your knowledge of grammatical forms, as well as the words and expressions used to structure a text. The answers are generally grammatical words, e.g. prepositions, pronouns, linkers, etc., but may also be verbs or other words that form part of common expressions.
- In Part 2, there is one short text with eight gaps.
- You have to complete each gap using one word only. Remember not to use contractions, as these count as two words (e.g. *isn't* = two words: *is* + *not*).
- Sometimes, there may be different words that could fit the gap (e.g. *if/when*), but you should only write one of them. Either answer will be marked as correct.
- The words you write must be spelled correctly, but both American and British English spellings are allowed.

1 Useful language Prepositions

1a Complete each gap in the text below with a preposition from the box. You can use each preposition more than once.

behind by down from in into of off on through to up with without

Careers in space exploration

Space exploration isn't just about the astronauts who end **1** going **2** space. **3** the contrary, it's very much the culmination **4** a collective effort. **5** any successful mission, countless people are working away **6** the scenes, and **7** their input, the spaceship would literally never get **8** the ground. In recent years, companies involved **9** the industry have pointed **10** a skills gap in their workforces, **11** software engineers especially being **12** short supply, as well as anyone capable **13** utilising machine learning. But even if you don't fall **14** that category, there could still be something that would suit you **15** to the ground. **16** visiting the Space Careers website, you can gain a real insight **17** the variety of jobs **18** offer, as there is a wide selection of job profiles to browse **19** – everything **20** space lawyers to finance officers and data analysts.



1b Read the text in Exercise 1a again and find an example of:

- 1 a phrasal verb
- 2 a linking expression introducing a contrast
- 3 a verb with a dependent preposition
- 4 a preposition and noun combination
- 5 an adjective and preposition combination
- 6 a fixed phrase made up of preposition (+ adjective) + noun



Learners often confuse prepositions, for example using *on* or *of* instead of *in*, and *to* instead of *for*.



Learners sometimes use the wrong pronoun with the verb *be*: *We find it is easier to accept other people's ideas if we think it is **they are** wise and given by people we admire.*

2 Useful language Choosing the correct relative pronoun

Complete the sentences with one word in each gap.

- 1 The first runner crosses the finishing line isn't necessarily the overall winner of the race.
- 2 Several people applied for the job, none of had the necessary breadth of experience.
- 3 I received several emails in response to my advertisement, none of resulted in a sale.
- 4 The person with you need to speak isn't in the office today, I'm afraid.
- 5 Davy was keen to visit Ireland, was his grandmother's birthplace.
- 6 It was the play in the famous actor gave her debut performance.
- 7 That is the man face appears in the well-known advertisement.
- 8 I will call again next week, by time you may have more news for me.
- 9 At the end of the trek, the group returned to the point from they had set off three months before.
- 10 This is the town the first World Cup competition was held in the 19th century.



Learners often omit object pronouns: *The increased means available may even allow **us** to recruit more developers from abroad.*

3 Useful language Common expressions

3a Complete the common expressions in bold with one word in each gap.

- 1 I would like to settle the issue **and for all**.
- 2 The question of whether the new road is necessary or not is **to debate**.
- 3 The investigation could **shed light** what caused the mechanical breakdown.
- 4 The new design passed its feasibility test **flying colours**.
- 5 The scientists couldn't **account** some of the results they were seeing.
- 6 **With the benefit** **hindsight**, I can see I was mistaken.
- 7 It's important to **bear in** that not everyone shares your interest in sport.
- 8 After **picking our** **through** the article, we uncovered a number of factual errors.
- 9 **In** **probability**, the report will be available early next year.
- 10 **When all is said and** , it's the relationships we build that truly define our success.
- 11 I **no issue with** the idea that space travel should be restricted to those who can pay for it.
- 12 **Far from** angry at the outcome of the discussion, John was rather pleased.

3b Match the common expressions in bold in Exercise 3a (1–12) with the idea (a–l) that it is expressing.

- | | |
|-------------------------|--|
| a explain why | g looking in detail |
| b highly likely | h not opposed to |
| c finally | i remember |
| d hasn't been decided | j very successfully |
| e in retrospect | k the opposite of what might be expected |
| f in the final analysis | l reveal |

Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.
Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Clever cockatoos

Many bird species are very much more intelligent than was previously thought. Take the sulphur-crested cockatoo, for example.

9 time ago, members of the species living in Sydney, Australia figured 10 how to open waste bins to get at leftover food inside. This 11 to a battle of wits with the local human population, who tried to keep one step 12 of the cockatoos by coming up with ever more ingenious ways to keep their bins closed.

Further evidence of the birds' intelligence is their use of public drinking fountains. 13 the birds discovered is that the fountains are a reliable source of water, 14 being fitted with an intricate device that, supposedly, only human hands can operate.

To 15 the water flow, the birds have to co-ordinate their body movements in quite a complex way, keeping one foot on the fountain itself as they twist and hold down a handle with the other. 16 a single cockatoo had cracked the problem, however, it wasn't long before they'd all picked up the knack.



Advice

- 9 This gap can be filled with a word that completes a common expression.
- 10 You need the preposition that completes the phrasal verb.
- 11 The word you need combines with *to* to indicate the sequence of events.
- 12 Which preposition is needed to complete the common expression?
- 13 The word here is a determiner that connects with *is* later in the sentence.
- 14 You need a linking word here that refers back to the fountain and is followed by *being*.
- 15 You need a verb here that connects with the object and infinitive without *to* to create meaning.
- 16 You need a time marker here that connects with the past perfect to give the sequence of ideas.

Tip! Look at the title and think about the topic of the text. Read the whole text quickly to get an idea of what the writer is saying about the topic. Then read the text carefully, looking at each gap in turn.

Tip! Read the sentence around each gap carefully and think about what type of word is missing. What can the words before and after the gap tell you?

Tip! When you've answered all the questions, read through the text again with your answers in place to make sure that it all makes complete sense. Check that you've spelled all the words correctly.

Task information

- Part 3 tests your knowledge of vocabulary and the way words are built up by affixation, compounding and other changes to create different meanings.
- In Part 3, there is one short text with eight gaps.
- For each gap, you use the base word which appears in capitals in the list to the right of the text to form a new word that fits in the gap grammatically.
- Often you need to add a prefix or a suffix, or both, to the base word. In the C2 Proficiency exam, you usually have to make more than one change to the word.
- The gaps are single words, but you can expect to see a variety of word types in each task.
- The word you create to fill a gap may be part of a collocation or a fixed phrase.
- You need to read carefully to decide exactly what form of the word is needed in the gap. For example, nouns may be singular or plural, depending on the context, and prefixes and suffixes may be positive or negative.
- Sometimes you may have to form a compound word, e.g. *workshop*, where two nouns are put together to form one new word.
- The word you choose may depend on grammatical words (e.g. articles) coming immediately before or after the gap.
- The words you write must be spelled correctly, but both US and UK spellings are allowed.
- The word you choose needs to make sense in the context of the whole text.

1 Useful language Adjectives and nouns

 Learners can make errors by using an adjective when a noun is needed: *Having discussed these issues, it will at least be logic **logical** to say that the leisure and fitness centre is the facility most commonly used.*

Form adjectives and nouns to complete the tables.

Adjective	Noun
able	1
abrupt	2
3	academia
accessible	4
5	affection
anonymous	6
assertive	7
committed	8
9	compulsion
10	contradiction

Adjective	Noun
dedicated	11
flexible	12
13	humiliation
ignorant	14
immature	15
negligent	16
17	obligation
persistent	18
practical	19
20	sympathy

2 Practising word formation

2a Change the word in bold capitals so that it completes the sentence.

- | | |
|--|-------------------|
| 1 The students were very by the paintings in the exhibition and wished they'd spent their money on something else. | IMPRESS |
| 2 The aim was to give youngsters from the inner city a chance to have a holiday. | PRIVILEGE |
| 3 The auditor found a number of suspicious in the company's accounts. | CONSISTENT |
| 4 The speaker put forward a number of very arguments. | PERSUADE |
| 5 The tennis player made a number of errors that cost her the match. | FORCE |
| 6 The charity thanked its supporters for their continuing | GENEROUS |
| 7 The woman looked on in as the taxi drove off without her. | BELIEVE |
| 8 Despite its many plus points, there are some clear to the plan. | DRAW |
| 9 I was fascinated to see whether the two experiments would have similar | COME |
| 10 The power of winter storms shouldn't be underestimated. | DESTROY |

2b Read the text and decide what type of word is needed to fill each gap: noun, verb, adjective or adverb.

The Youth Hostels Association

The Youth Hostels Association (YHA) has its roots in the economic **1** that affected the UK and many other countries in the 1920s and 1930s. The association bought up a number of large country houses whose owners had fallen on hard times and could no longer meet the rising costs involved in the



2 of domestic staff, not to mention the ongoing **3** of the buildings themselves.

4, many houses came onto the market at very

5 prices. The YHA snapped them up and **6**

them into places where ordinary people could go and stay for short-break holidays. The YHA set out to provide young working people with an

7 opportunity to escape the industrial cities and have access

to the **8** effects of fresh air and country living. Although the

accommodation provided for them was by no means **9**, they

could enjoy some aspects of a **10** previously reserved for the wealthiest members of society.

Tip! Remember, you always need to make changes to the base word – the correct answer is never 'no change' or simply adding a plural s.

Tip! Remember, the word may need to change to a negative form to fit the context of the sentence.

2c Change each of the words in the box to complete the text in Exercise 2b. Remember to think about singular and plural, positive and negative ideas, as well as the part of speech.

afford benefit consequence depress employ form luxury maintain precedent style

Questions 17–24

Read the text below. Use the word given in CAPITALS on the right to form a word that fits in the gap. Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Human imagination

As children grow into teenagers and approach adulthood, what happens to their powers of imagination? Psychologists have different ideas about this.

Some suggest that the process of **17** involves a gradual reduction in creative thought, making it **18** uncommon for people to look for novel solutions to problems they need to **19**

One psychologist, Paul Harris, finds himself in **20** with this view, however. He has argued that imagination improves with experience. He found that young children's pretend play **21** features everyday events; only later do they start imagining dramatic alternative **22** In particular, Harris points to a noticeable shift around the age of four, when children develop the ability to imagine two completely different possible **23** for a future event. Alison Gopnik's research, however, suggests that young children may actually be more open-minded than adults, simply because they know less about the world and have no strong expectations in any given situation. This means there's a much greater **24** of them exploring a number of different ideas.

Advice

- 17** You need to add a suffix (note that both UK and US spellings are allowed for this word).
- 18** You need to make two changes to this word to make an adverb.
- 19** Add a prefix to this word to make a verb that collocates with *problems*.
- 20** Is a positive or a negative noun needed here? You need to read on to be sure.
- 21** You need to create an adverb that's used to describe things that always seem to happen. This involves using both a prefix and a suffix.
- 22** You need to add a suffix to this word, but will the new word be singular or plural?
- 23** You need to create a compound noun here.
- 24** How do you make this word into a noun? Be careful, you will need make a spelling change to the base word.

Keyword List

- 17 AGE**
- 18 INCREASE**
- 19 FRONT**
- 20 AGREE**
- 21 VARY**
- 22 SCENE**
- 23 COME**
- 24 LIKELY**

Tip! Look at the title and think about the topic of the text. Read the whole text quickly to get an idea of what the writer is saying about the topic. Then read it carefully, looking at each gap in turn.

Tip! Read the sentence around each gap carefully and think about what type of word is missing. Make changes to the word in capitals at the end of the line so that it fits the gap.

Tip! When you've answered all the questions, read through the text again with your answers in place to make sure that it all makes complete sense.

Task information

- Part 4 tests how flexible you are in using the grammar and vocabulary of the language.
- You have to use your knowledge of grammar and vocabulary to express a given idea in a different way without changing the meaning.
- In Part 4, there are six questions.
- Each question has an input sentence, a key word and an output sentence with a gap in it.
- Your task is to complete the gap with between three and eight words, including the key word, so that the output sentence has the same meaning as the input sentence.
- Remember that contractions, e.g. *doesn't*, count as two words.
- You mustn't change the form of the key word or the parts of the output sentence that are already given.
- You have to make a number of changes to the language of the input information in order to complete the gap.
- There are two possible marks for each answer, and the key is divided into two parts. So, it's possible to get one mark for a partially correct answer.
- The words you write need to be spelled correctly, but both American and British English spellings are allowed.

1 How to approach sentence transformations

Read these two sentences, then answer the questions below.

I made friends immediately with Angela, but I didn't like her partner much.

TAKE

Angela and I hit to her partner much.

- 1 How are the words before the gap in the second sentence different from the words in the input sentence?
- 2 How are the words after the gap in the second sentence different from the words in the input sentence?
- 3 Which words and information in the input sentence are missing from the second sentence?
- 4 Which part of the input sentence does the key word relate to: the first or the second part?
- 5 Can you complete the gap now?

2 Applying the approach

Use the questions in Exercise 1 to help you complete these sentences.

Part of each answer is given.

- 1 Theo doesn't intend to go to that restaurant again.

HAS

Theo *going to* that restaurant again.

- 2 The project will not succeed unless it is carefully planned.

CRUCIAL

Careful *success* of the project.

- 3 She had no idea why her card didn't work.

LOSS

She *was at* *to* why her card didn't work.

Tip! After you have written your answer, read it again to check that it has the same meaning as the input sentence. Does it contain all the same ideas?

Tip! Always include the key word in the same form that it is given. After writing your answer, read it again to check that you've included all the ideas in the input sentence.

Tip! Practise rewriting sentences from texts you have read, or rewrite sentences from your own or a partner's written work.

3 Ensuring sentences have the same meaning

Choose the sentence (A or B) that has the same meaning as the input sentence.

- 1 Rosina was very nervous at the thought of having to speak in public.
A The idea that she had to speak in public made Rosina feel very nervous.
B The idea that she had to speak made Rosina feel very nervous.
- 2 Jonathan arrived at the concert venue early, as he wanted to sit near the front.
A In order to get a front-row seat, Jonathan arrived at the concert venue early.
B In order to get a seat near the front, Jonathan arrived at the concert venue early.
- 3 People wrongly assume that the castle was rebuilt in the 19th century.
A The assumption that the castle building dates back to the 19th century is wrong.
B The assumption that the rebuilding of the castle dates back to the 19th century is wrong.
- 4 It came as something of a surprise to Grace to hear that she'd been nominated for the award.
A Grace was completely taken aback to hear of her nomination for the award.
B Grace was rather taken aback to hear of her nomination for the award.
- 5 Although many athletes have tried to break John's world record, most have been a long way off.
A Few athletes have come close to breaking John's world record.
B Few athletes have come to break John's world record.
- 6 The majority of people are of the opinion that a change to the law is necessary.
A There is widespread agreement that the law needs to be changed.
B There is an agreement between people that the law needs to be changed.
- 7 The football coach insisted that he didn't intend to resign.
A The football coach insisted that he had no intention of resigning.
B The football coach said that he had no idea if he would be resigning.
- 8 This door has to be kept locked at all times.
A Under no circumstances should this door ever be left unlocked.
B Under no circumstances is this door ever unlocked.
- 9 The police were confident that the person who had committed the theft had been arrested.
A The police were confident that they had arrested the person responsible for the theft.
B The police were confident of arresting the person responsible for the theft.

Questions 25–30

For each question, complete the second sentence so that it means the same as the first, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

Tip! Make sure that you use between three and eight words. You can use contractions (e.g. *shouldn't*), but remember that these count as two words.

- 25 Everyone in the class thinks it would be good to organise an end-of-year party.

FAVOUR

Everyone in the class an end-of-year party.

- 26 Ongoing habitat loss is threatening the long-term survival of the species.

THREAT

The long-term survival of the species consequence of ongoing habitat loss.

- 27 The main door should be kept locked at all times.

LEFT

At no unlocked.

- 28 Milo suddenly realised that a map would almost certainly show more paths than the app on his phone.

HIGHLY

It suddenly occurred to Milo to show more paths than the app on his phone.

- 29 The lawyer recommended studying the small print in the contract in great detail.

THROUGH

The lawyer's the small print in the contract in great detail.

- 30 It may seem strange, but this is the only road leading down to the ferry terminal.

NO

Strange road leading down to the ferry terminal.

Tip! For each question, read both sentences carefully. Look at the words before and after the gap. You need to make various changes to the input language so that the output sentence has the same meaning.

Advice

25 You need to use an expression using the key word which means 'thinks it would be a good idea'.

26 Which preposition is used before the noun *threat*?

27 You can use the same modal verb to express this idea that focuses on the negative *unlocked*.

28 What word that expresses the idea of *almost certainly* and collocates with *highly*?

29 You need to use a phrasal verb in the output sentence that means 'study carefully'.

30 You're looking for a common expression beginning with the word *strange*, which uses mostly the same words, but in a different order.

Task information

- In Part 5, you read a long text and answer six multiple-choice questions that test your detailed understanding of what you've read. The questions have four options (A–D) and follow the order of information in the text.
- The texts come from a variety of sources, but are often articles, reviews and other features from magazines and newspapers that contain clear viewpoints. Texts can also be extracts from books, both fiction and non-fiction. The texts are on topics of general interest, and there is a range of different writing styles and levels of formality.
- The questions test your understanding of the text, and each one focuses on a different aspect of it. For example, some questions may focus on the main ideas explored and discussed by the writer, others on the writer's views and opinions, and others on organisational features that the writer uses.
- This task tests detailed reading, but your time is limited. You need to have the question you're being asked in your mind when you read the text in detail. Then you can concentrate on the sections where those ideas are discussed.
- Don't expect the options A–D to use the same vocabulary and expressions as the text. They will usually summarise the ideas from the text using reporting language. Think about the ideas in the text as you read and match these to the options.
- You generally need to read and understand a whole paragraph or section of the text to answer the question. Some questions are answered by a short piece of text that can be underlined, but it's still necessary to understand the development of ideas in the paragraph to be sure you have located the right answer.

1 Reading to find the answer

1a Read the text below and find words or expressions that mean:

- 1 to look at something carefully
- 2 to destroy something completely
- 3 people who want something to remind them of their visit
- 4 objects made by people that have cultural or historical value
- 5 a fundamental belief that provides a rationale for doing something

Tip! Texts at this level are likely to contain words you haven't seen before. However, it's usually possible to work out what these words mean from the context, and you can answer the questions without knowing their exact meaning.

Lunar heritage

In its annual watchlist of threatened heritage sites, the World Monuments Fund (WMF) has cast its gaze beyond our own planet and declared that the surface of the moon represents a vulnerable cultural landscape. The WMF says that future visitors could wipe out the footprints left by the first people to walk on the moon, while souvenir hunters could damage or steal such artefacts as the camera that captured the first landing in 1969 or the memorial disc placed on the lunar surface by the astronauts. State-funded research missions are less of an issue, since they visit new sites and potentially create new heritage assets, but the same can't be said of the commercially funded ones that have open access to the moon as a guiding principle.



1b What does the writer identify as the main threat to heritage sites on the moon?

1c Look at this multiple-choice question. Which option (A, B, C or D) best answers the question and matches your understanding of the writer's point of view?

The writer identifies the main threat to heritage sites on the moon as the

- A increasing number of landings that are being planned.
- B idea that it should be developed as a tourist destination.
- C attitude of the type of people who may wish to go there.
- D competition between countries wanting to study it further.

1d Look at the question in Exercise 1c again. Why are in the other options incorrect?

Tip! In the exam task, first read the question stem. Think about the question you need to find the answer to, then read the relevant section of text to see if you can answer the question without looking at the options. Then choose the option (A–D) that is closest to your own answer to the question.

2 Whose point of view?

2a Read the text and decide whose point of view (A–D) is being reported in each of the sections in bold (1–8).

- A Adam Becker
- B Alan Kay
- C the tech billionaires
- D the writer

Tip! Texts in Part 5 often test the opinions and views of the writer. Make sure you know whether the writer is reporting facts, giving an opinion or reporting the opinions of others. Their use of language can tell you this.

A vision of the future

¹**The best way to predict the future is to invent it,** the famed computer scientist Alan Kay once said. Uttered more out of exasperation than as inspiration, ²**his remark nevertheless seems to have attained mythical status amongst Silicon Valley entrepreneurs,** in particular a handful of tech billionaires ³**who fancy themselves the chief architects of humanity's future.**

These people may have slightly different goals and ambitions in the short term, but ⁴**their grand visions for the next decade and beyond are remarkably similar.** These include aligning AI with the interests of humanity; creating an artificial superintelligence that will solve all the world's most pressing problems; establishing a permanent, self-sustaining colony on Mars; and, ultimately, spreading out across the cosmos.

⁵**While there's a sprawling patchwork of ideas and philosophies powering these visions, three features play a central role,** says Adam Becker, a science writer and astrophysicist: ⁶**an unshakable certainty that technology can solve any problem, a belief in the need for perpetual growth, and an obsession with transcending human physical and biological limits.**

In ⁷**his timely new book,** Becker calls this triumvirate of beliefs the 'ideology of technological salvation' and makes a convincing case for the notion that ⁸**tech titans are using it to steer humanity in a dangerous direction.**

2b Look at this multiple-choice question. Which option (A, B, C or D) best matches your understanding of the writer's point of view?

The writer agrees with Becker's view that the ideas of certain tech billionaires

- A represent a misinterpretation of Kay's famous remark.
- B have certain main long-term objectives in common.
- C reflect ideas that represent a threat to humanity.
- D are unlikely to be realised in the near future.



2c Look at the question in Exercise 2b again. Why are the incorrect options wrong?

2d Look back at the text. What do each of these expressions tell us about the writer's attitude towards the tech billionaires?

- 1 mythical status (paragraph 1)
- 2 who fancy themselves (paragraph 1)
- 3 their grand visions (paragraph 2)
- 4 a sprawling patchwork of ideas (paragraph 3)

3 Verbs to introduce opinions

It's useful to practise reading texts in which opinion, attitude and feelings are expressed.

Complete each of these sentences expressing opinion with the correct form of a word from the box.

assert claim dispute doubt point raise recommend voice

- 1 Several researchers have concerns about the reliability of the study's methodology.
- 2 Recent findings have the question of whether current safety regulations are still adequate.
- 3 Industry leaders frequently that tighter regulations would stifle innovation.
- 4 Several analysts whether the evidence really does support the claim being made.
- 5 Certain commentators firmly that economic restructuring is unavoidable.
- 6 A number of scholars openly the notion that technological change always benefits society.
- 7 Several senior advisors to growing inequalities as evidence of deeper systemic problems.
- 8 A panel of experts a review of compliance standards by an independent body.

Questions 31–36

Tip! Read the instructions in the task rubric and look at the title of the text. This will tell you the topic that you're going to read about.

Read the article written by a freelance translator. For each question, choose the correct answer.

Mark your answers **on the separate answer sheet**.

My first job as a freelance translator

When I left a successful sales career to become a freelance translator, I brought with me a sense of purpose, excitement and the need to prove myself. I'd made a bold decision to turn a long-held passion for languages into a career. Although I knew a stretch with no regular income was staring me in the face, I reckoned I had the language skills and business experience to make a go of it. But as the new guy on the block, I kept coming up against a brick wall in the space where I'd imagined a stream of job offers to be. No amount of cool-headed planning can prepare you for the quiet desperation that creeps in during those first months, when the need to get that first paid project under your belt becomes all-consuming.

So, when an opportunity arrived – big project, great rate, urgent deadline – I heaved a sigh of relief. I'd set myself up on a few freelancing portals as per the standard advice, but hadn't fully taken on board how other professionals were putting themselves out there. Despite this oversight, I was eventually contacted about a potential project. The communication was rather idiosyncratic – the spelling and grammar questionable – but then English wasn't their first language. The contract that followed seemed a rather hastily thrown-together document, and the email address didn't quite ring true. I searched for the business online and found precious little. I was hardly deluding myself at this point – the red flags were there – but I wanted to get started, so I **grasped the nettle**.

When the work arrived, it was real enough to quell any immediate doubts. The text was detailed and nuanced, the kind of material I'd imagined myself grappling with – intellectually stimulating and full of linguistic challenges. I spent hours immersed in it, and I told myself that I wasn't just delivering a service, I was creating something with integrity. I resisted the temptation to view it as a test run, instead seeing it as the beginning of my professional identity in this new field, something that would become part of my portfolio when I pitched to potential future clients. I believed, or at least convinced myself, that my new career had finally taken off.

Even as I sent off the final double-checked and proofread version, part of me still hoped for validation – a note of appreciation and prompt settlement of my invoice. But another voice was reminding me of my previous misgivings. They did at least respond, if only to tell me how to receive my well-earned funds. And, sure enough, there was a certain payment dance to be had. They could only pay through their 'portal' – in practice, an online bank account that would cost me \$150 to open – or by bank transfer, but only once I'd forwarded them that same sum to 'process the payment'. At that point, all hope of recompense for my time and effort was lost, but I could at least avoid adding insult to injury by declining to take the bait.

What strikes me now is, fake as the project was on their end, that didn't prevent it representing a milestone on mine. I did translate that text, navigate different terminology challenges and stylistic decisions, and it effectively cast out any lingering self-doubts. Oddly enough, it established that I was up to the challenge – and that's what made me a translator – not the invoice, not the client, but the task itself. The urgency on my part to reach that point had led me to blur the line between belief and self-deception, but the experience also brought it home to me that this new chapter in life didn't come without its own rules and, ultimately, its own risks. I could no longer coast by on instincts honed in another context. Ironically, had that initial communication been presented to me in my sales job, I'd have dismissed it as a scam without a second glance.

I realised I had to get more of a grip on what working as a freelance translator entails. I still wanted to believe in people; still hoped for exciting and validating opportunities, and that part of me that thrives on connection and negotiating is still there. What had bolstered my sales career was building trust quickly, reading the room and following my instinct. But whereas in sales speed was of the essence, in translation it's discernment that counts. Scams, unfortunately, are part of the freelance landscape. I've since had several more too-good-to-be-true offers. I now know to discard them.

Tip! Start by skimming through the text quickly to get a broad idea of how it is structured and organised, and what arguments are being presented and discussed. Don't try to read the text in detail until you've looked at the questions.

- 31 In the first paragraph, the writer is explaining his**
- A dismay at how long it took to establish a freelance career.
 - B state of mind during a period of uncertainty as a freelancer.
 - C need to lower his financial expectations after going freelance.
 - D disappointment at the type of freelance work he attracted initially.
- 32 When he says 'I grasped the nettle', the writer is suggesting that he**
- A appreciated the nature of a risk he had decided to take.
 - B felt reassured by sensible precautions he had taken.
 - C was willing to reserve judgement about something.
 - D felt curious to find out more about something.
- 33 How did the writer feel whilst doing the translation job he describes?**
- A taken aback by how long it was going to take
 - B keen to make a positive impression on his client
 - C motivated by a sense of professional satisfaction
 - D aware that he lacked the skills to fully do it justice
- 34 From the fourth paragraph, we understand that when the writer heard back from the client, he**
- A had already accepted the fact that he was the victim of a scam.
 - B initiated an angry exchange with the people behind the scam.
 - C acted on some instructions before realising it was a scam.
 - D immediately recognised some typical features of a scam.
- 35 In the fifth paragraph, looking back at the whole experience, the writer**
- A accepts it was a useful turning point in his new career.
 - B regrets not researching his change of career more thoroughly.
 - C admits that he allowed overconfidence to cloud his judgement.
 - D suggests that the work he did wouldn't meet his current standards.
- 36 In the final paragraph, the writer is**
- A seeking to justify the making of a such a simple error.
 - B explaining the steps he now takes to ensure work offers are valid.
 - C analysing how he needs to adapt to meet the demands of his new role.
 - D expressing concern at how much his trust in others has now been eroded.

Tip! Quickly read the question stems to understand which part of the text each question refers to. Sometimes there is a paragraph reference in the question stem, but often a key word or phrase will help you find the relevant section of text.

Advice

- 31** You need to read the whole of the first paragraph to answer this question. Which option A–D best sums up what the writer is telling us in the whole paragraph?
- 32** This question refers you to an idiomatic expression at the end of the paragraph. Don't worry if you don't know the expression – if you read the whole paragraph and follow the argument that is developed, you can work out what the expression must mean.
- 33** The whole of the third paragraph is about this period of time. From the language he uses, was it a positive or a negative experience for the writer? Which option is expressing the writer's main feeling about the work?
- 34** This question refers you to the fourth paragraph and asks about a point of detail in the text. Read this paragraph carefully to be sure you understand what happened at each point in the story and how the writer felt. Why has the writer put some words in inverted commas?
- 35** The options in this question have two elements: a verb that tells you what the writer is doing and another idea. Make sure that the option you choose matches the meaning of the text in both ways.
- 36** This question is about the writer's purpose. What does the writer want us to understand from this paragraph?

Task information

- In Part 6, you read a long text from which seven paragraphs have been removed. The text therefore has seven gaps, numbered 37–43. The missing paragraphs can be found in random order after the text, together with an eighth paragraph that doesn't fit any of the gaps. Each of these paragraphs has a letter A–H.
- You have to decide which paragraph A–H fits each gap in the base text.
- This task tests your understanding of how the text is organised and structured, and how narratives and arguments are developed across the paragraphs. You need to look carefully at the way ideas are connected across paragraphs, including the use of vocabulary, linking expressions and pronoun references.
- The texts come from a variety of sources, but are often articles, reviews and features from magazines and newspapers. The texts are on topics of general interest, and there is a range of different writing styles and levels of formality.
- The first sentence of a paragraph is likely to include some clear links to the end of a previous paragraph. Look for these links at the beginning and end of paragraphs in both the base text and the options.

1 Finding the links between paragraphs

1a Read the extract below from a Part 6 text about ancient tattoos and answer the questions.

- 1 Look at the underlined words and phrases in the first paragraph. What word or idea earlier in the paragraph does each refer to?
- 2 Underline words or phrases in the second paragraph that must refer back to ideas introduced in the first missing paragraph. What information do you expect to find in missing paragraph?
- 3 Look at the end of the second paragraph. Think about how the second missing paragraph might develop ideas introduced here.

Studying ancient tattoos

Many ancient cultures around the world are known to have decorated their skin with tattoos, and evidence of this practice even survives on some mummified human remains. However, like modern tattoos, the ink used to create such images has a tendency to bleed and fade over time, and this is further accelerated by other natural processes after death.

1

The researchers behind a more recent paper therefore decided to try a different technique: laser-stimulated fluorescence (LSF). This works by making the skin fluoresce or glow, but doesn't affect the black ink of the tattoos, essentially backlighting these shapes. The results are then processed to create a final product where the skin appears white behind the black outlines of the tattoo.

2

1b Look at the three paragraph options (A–C). Underline words and ideas in each option that must refer to previous paragraphs. Are there any words or ideas that you'd expect to be developed or referred to in subsequent paragraphs?

- A** The researchers hope that it can still be used to increase our knowledge of early tattoos, however, by studying even older examples in future. This study builds on the application of LSF to a range of archaeological targets so far, from wall paintings and mosaic floors to ceramics and glass, suggesting that it has yet more to offer the field.

- B** The approach reveals ink densities within the skin itself, making it possible to see beneath blurred or bled ink on the skin surface, thereby revealing precise tattoo markings as they once were. The team applied it to a set of naturally mummified remains from the Chancay culture, a pre-Columbian civilisation that existed in coastal Peru between 900 and 1533.
- C** These factors make it difficult to determine the original form of the tattoos, and consequently have an impact on their research potential. Previous studies of ancient tattoos have used technologies such as infrared, which can help to identify very faint tattooed lines and even reveal tattoos that are otherwise hidden, but is less able to eliminate ink bleed that hides the original artwork of tattoos.

1c Decide which of the paragraphs in Exercise 1b (A, B or C) fit in gap 1 of the text in Exercise 1a, and which fits gap 2.

1d Look at a continuation of the article from Exercise 1a and underline:

- words and ideas in the text that must refer to previous paragraphs
- words and ideas in the options A–D that could refer to ideas in the base text.

The Chancay people produced a variety of crafts and were particularly well known for their textiles. The Chancay had thriving trade relations with other cultures in the region and, like a number of other pre-Hispanic cultures in South America, practised tattooing as a form of body ornamentation.

3

As intended, the application of LSF to their remains revealed details of an array of tattoos. Of particular interest were a sub-group who were found to have incredibly fine tattoos, with lines just 0.1mm to 0.2mm wide – narrower than the width of a standard #12 modern tattoo needle (0.35mm) – perhaps made with an object like a single cactus spine or a sharpened animal bone.

4

The exceptional level of artistic skill invested in them, combined with the fact that they're relatively rare within the study sample, leads the researchers to suggest that these tattoos were restricted to subsets of the population such as, perhaps, particularly important members of society or those involved in specific ceremonies.

5

These findings offer valuable new information about the place of tattooing in pre-Columbian art and the culture of the Chancay. As part of the study, the researchers compared the tattoos to a range of Chancay art forms and found that some of the ultra-fine tattoos are more detailed than decorations on Chancay pottery, rock art and textiles.

6

- A** Other specimens bore more amorphous or poorly defined tattoos, but LSF was still able to define the features more clearly than previously possible, by increasing the contrast between skin and ink.
- B** These most commonly comprise geometric designs featuring triangles, but others were also found, including several animal-like images. Each dot making up these intricate patterns would have had to have been placed carefully by hand, requiring immense control.
- C** A recent study analysed a set of human remains originally unearthed in 1981 during archaeological excavations in the area of Peru in which they lived. The sample studied encompasses a range of individuals including both men and women and representing several different age groups and dates to the period 1222–1282.
- D** This evidence suggests that perhaps tattooing should be regarded as an art form of at least equal importance to these other crafts. The study also demonstrates the capabilities of LSF to reveal details of tattoos not possible with other methods and expand the scope of analysis.

1e Decide which option (A–D) fits best in each gap and why.

Questions 37–43

Read the newspaper article about longevity and health. Seven paragraphs have been removed from the text below. For each question, choose the correct answer. There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

The quest for longevity

Through most of the past century, for much of the world's population, average life expectancy has been on the increase. In other words, children could hope to live, on average, longer and probably healthier lives than their parents. This expectation is still true of the mega-wealthy. In fact, tech billionaires have recently become fixated on finding the secret to longer life, convinced that with enough money, technology and cutting-edge science, they can stave off the inevitable for a few more decades to reach 120 or even 150 years old.

37

Many factors could account for such a reversal. For example, obesity rates are rising – and not just in wealthy countries – whilst clean air is fast becoming a rarity. People in many parts of the world have been told for decades that if they simply optimise themselves, they can expect to live longer, healthier lives. So, the gap between this growing knowledge of what represents a healthy lifestyle and the hard evidence of the average life-expectancy statistics is rather disquieting.

38

Nonetheless, from the perspective of someone with a strong interest in and passion for health, that isn't such a daunting prospect. I tend to follow the latest research on superfoods and what to eat. I've tried sugar-free diets and went vegan for a period. I've tried all kinds of different exercise regimes, from running long distances to HIIT (high-intensity interval training), to outdoor bootcamps, spinning, hot pilates, barre and paddleboard yoga. In my mid-thirties, I decided to become a personal trainer to combine my interests in fitness, nutrition and wellbeing.

39

In other words, the 'self-help' narrative I was buying into doesn't reflect the reality of how modern public health works in practice. In fact, the focus on personal responsibility and self-improvement has distracted us from the real issue – the impact that public policy, infrastructure, etc. has on our health chances and longevity.

40

The outcome is the emergence of various lists of changes that people elsewhere could be making at a personal level in order to live longer. These include moving to a largely plant-based diet, sleeping seven to nine hours a night and exposing oneself to a certain amount of sunlight each day. Helpful as these things no doubt are, I suspect that, unlike me, hardly anyone in the places studied feels a need to draw up a daily health 'to do' list.

41

The issue of obesity levels is a case in point. If the UK differs from Japan in this respect, it isn't because it's a country filled with individuals who choose to be overweight or who are lazy – that kind of logic is not only naive, but it stigmatises overweight people. In fact, it seems like, at the level of choice, people in the UK are demonstrably more interested in issues related to diet than people in Japan, with self-help books on the subject selling millions of copies each year.

42

Of course, wherever they're based, anyone can become an 'outlier' or bubble themselves off from larger societal challenges if they have wealth, time and resources. It's possible to carry an air purifier, swim in expensive leisure centres, even hire a chef to bake fresh bread and prepare nutritious meals. This explains why being rich or marrying into a rich family is one of the surest ways to live a long and healthy life. But for the rest of us, there's no fully opting out of societal factors completely: we have to go outside to breathe air, walk and cycle the streets, drink the local water and eat the foods available near where we live or go to school.

43

What this means in practice is lending support to initiatives that make us all healthier – and policymakers who prioritise the need for good health, such as nutritious food especially for children, active cities, clean-air policies, preventive healthcare and public provision of water, which should be at the core of what is provided for all citizens. Tech billionaires could take note.

- A** Beguiling as the optimisation route is, however, a background in science helps to keep the hype surrounding all those fads in perspective. Any serious analysis of the factors affecting how long one is likely to live leads to the inevitable conclusion that most of those are out of the individual's control and have to do with the community we live in.
- B** But these efforts aren't trickling down to the rest of us. Indeed, there has been an abrupt about-turn in that trend in many higher-income countries. There is now increasing evidence that what began as an apparent stagnation during the second decade of this century was actually a sign of what was to come.
- C** Looking back at the 16th-century quest for immortality in Spain, at a time when average life expectancy was around 30 years, we can see with the benefit of hindsight that the secret of longer, healthier lives didn't lie in a fountain of youth, but rather in the rise of stable government, public services and science.
- D** Like many others of my generation, that earlier assumption that things could only get better led me to set myself a suitably ambitious goal: to live to be a hundred with good health and to help others to do the same. According to one respected life-expectancy calculator, I have a 9.3% chance of achieving that, though maintaining an acceptable quality of life could represent more of a challenge.
- E** Recent research has turned the spotlight on places where people apparently do live significantly longer, healthier lives – think of Japan or South Korea or Sardinia. In these places, chronic diseases and obesity are far less common. Much work has gone into analysing the behaviour of people living within these regions.
- F** Given that, if I'm going to live to be one hundred, then fastidiously counting my calories and posting pictures of myself exercising on social media – something regrettably that I am guilty of – may not be enough. I need to ensure I live in a society where health is a collective responsibility, not an individual one.
- G** To account for this disparity, it's necessary to look at something much more fundamental in society – including affordable fruit and vegetables, nutritious school meals and support from policymakers. These are all factors that enable the individual to manage their own health agenda more effectively, thereby rendering redundant all that advice from the lifestyle industry.
- H** What stands out about them, however, is that people there don't just make individual choices that lead to better health – they live in societies where healthy lives are normalised by public policy and cultural norms.

Advice

37 In the first sentence after the gap, the writer uses the phrase *such a reversal*. This refers back to something in the missing paragraph which has changed.

38 In the first sentence after the gap, the writer uses the phrase *that isn't such a daunting prospect*. So you're looking for something at the end of a paragraph that suggests difficulty.

39 In the first sentence after the gap, the writer uses the phrase *In other words*, suggesting that an idea in the previous paragraph is being developed further. Which words later in the paragraph could be referring to this idea?

40 The first sentence after the gap includes the word *elsewhere*. Which paragraph mentions a particular location or locations that this could refer back to?

41 The last sentence before the gap talks about the *places studied*. Which option contains a pronoun that could refer back directly to such areas?

42 The first sentence after the gap contains the phrase *this disparity*, a word used to describe two things which are different in some way. In which paragraph is such a contrast described?

43 The first sentence after the gap begins with the phrase *What this means in practice* and then describes something that needs to happen. Which paragraph describes the aim of doing this?

Tip! Sometimes there are linking words and expressions, e.g. *nonetheless*, to show that ideas in the two paragraphs are being contrasted.

Tip! When there is a pronoun reference in the text, e.g. *that isn't such a daunting prospect*, you need to identify the idea referred to by the word *that*, then look for the idea in the previous paragraph which this phrase contrasts with.

Tip! The links between paragraphs can be related vocabulary, e.g. words that report or refer to ideas established earlier in the text such as *these efforts*. You need to look for the efforts that are being referred to, but you won't find the actual word *efforts* in the base text – you're looking for the idea.

Task information

- In Part 7, there are ten questions which ask you to locate relevant information or ideas in a text which is divided into sections.
- There may be one long text which has been divided into sections, or there may be a series of short texts on the same topic. The text may have between four and six sections, labelled A–D/E/F.
- This task tests your ability to skim and scan the texts to locate key sections, then to read those sections in detail.
- For each of the questions 44–53, you have to find the place in the text or texts where exactly the same idea is expressed. The answer is then the letter for that section of text. There is only one possible answer for each question.
- The questions report and summarise the information and ideas from the text using reporting language. You need to read carefully to find the ideas and make sure they match the wording of the question exactly.
- Sometimes the answer is a point of information that can be found and underlined in one sentence in the text; other questions summarise ideas developed across a number of sentences in that section of text.
- Often, the sections of text explore the same or very similar ideas, especially where there are four different writers giving their views about the same topic. You have to read carefully to know which of the sections expresses exactly the idea reported in the question.
- The texts come from a variety of sources, but are often articles, reviews and features from magazines and newspapers. The texts are on topics of general interest, and there is a range of different writing styles and levels of formality.

1 Focus on what the writer is doing

1a Read the text on the next page and underline the sections in which the people (A–D) are:

- | | |
|---------------------------------------|---|
| 1 giving advice and recommendations. | 4 seeking to reassure the reader. |
| 2 reminding the reader of something. | 5 encouraging the reader to do something. |
| 3 warning the reader about something. | |

1b Read the text again and find the answer (A, B, C or D) to each of these questions.

Which person

- | | |
|--|----------|
| stresses the need to use appropriate language features when pointing out an error? | 1 |
| implies that pointing out an error can have positive consequences? | 2 |
| advises against adopting an attitude that might provoke a negative reaction? | 3 |
| mentions the potential consequences of not pointing out an error? | 4 |
| reassures readers that most people find such situations equally difficult? | 5 |
| urges readers to reflect on how they might feel having an error pointed out to them? | 6 |
| recommends that readers consider whether it may be them who has made an error? | 7 |
| reminds readers of external factors that might help to explain an error? | 8 |
| suggests immediately clarifying what has been said in error? | 9 |
| warns readers to avoid situations in which their motives might be misinterpreted? | 10 |

Rights and wrongs

Does this sound familiar? You're in a work meeting or study group, out with friends or at a family get together, and somebody says something that jars. It's not because it's offensive or insensitive or deliberately provocative, more that it's factually inaccurate. A genuine mistake may or may not have direct consequences, but what should you do? Should you point out the error or is it better to say nothing? We asked people for their opinions.

Person A

The main thing to bear in mind is that everyone feels awkward if someone has made a mistake. You won't be the first to worry that pointing out the error might cause upset or appear rude or unkind, so don't give yourself a hard time about it. And there are ways to gauge the situation and decide what to do. For a start, you can make sure that you haven't misheard what the person said by checking your understanding in a diplomatic way, like politely asking them to repeat what they've said. If the error is repeated, then ask yourself if you're in possession of all the facts yourself – might you be misremembering something? And if an error has been made, does it really need correcting?

Person B

Well, if you decide to bring the error to the person's attention, there are ways of making it a constructive conversation and even an opportunity for learning on both sides. Remember that tact is paramount, however, as nobody enjoys being corrected. One thing to avoid is causing embarrassment by seeming to take up a judgemental stance, as this may lead the person to become defensive and uncooperative. In a group setting, consider raising the issue discreetly after the event. In public, there's always a danger that others might perceive the exchange differently to you and think you have something to gain from raising the issue.

Person C

Whilst it's important to approach the situation with kindness, try not to worry unduly. Most people are used to queries being raised at some point and they might feel worse in the long run if your reluctance to correct them leads to even greater problems down the line. But it's crucial to use non-judgemental and blame-free expressions when referring to the inaccuracy: talk about the fact itself, never the person, and avoid the word 'you' at all costs. By keeping the focus on what's happened rather than the person, it's easier to find a way forward.

Person D

The key thing to keep sight of is that nobody's infallible. Anyone can have an off-day or be burdened with life worries that distract their attention – one inaccuracy doesn't equal incompetence. The day will also come when you're on the receiving end of a query or correction following a slip, so think about how you'd like that to be approached and treat others accordingly. It's also important to check in with yourself and consider what your motivation behind wanting to say something really is.

Advice

- 1 The questions often have two elements, and you need to find the section where both these ideas are expressed. Person A and Person D both mention the type of language to use, but which one stresses this point?
- 3 Look for a phrase that is used to advise someone not to do something.
- 10 Scan the texts for words and phrases associated with giving a warning.

Questions 44–53

Read the article in which four experts give their views on the art of conversation. For each question, choose the correct expert. Each expert may be chosen more than once.

Mark your answers **on the separate answer sheet**.

The art of conversation

Four experts talk about how to be a good conversationalist.

A

My first piece of advice is to prepare. It's second nature for some people to run through a mental checklist of likely topics before meeting up with someone. I'd say lean into this habit, especially if you anticipate sticky moments or having to take the lead with a particular conversation partner. You'll hear voices saying the opposite, of course – that you risk the conversation seeming forced and overly scripted – but thinking about topics you might introduce doesn't mean you're obliged to keep on script once things are underway. If nothing else, you'll have something up your sleeve for those awkward moments when the conversation flags or goes in a direction you'd rather avoid for fear of disagreements. Topic choice isn't just about initiating a conversation – we're constantly considering whether to keep on topic, drift onto something else or totally shift gear. Studies suggest that the human mind is remarkably egocentric. Often, we're so focused on our own perspective that we forget to invite others to share what's in their mind. Gently eliciting this can springboard us away from shallow talk into something more generative and potentially worthwhile.

B

Conversations with new acquaintances can be awkward, especially if someone appears reluctant to open up. Showing interest in the other person may seem polite, but a barrage of enquiries might come across as intrusive and so be counterproductive. Also, picking up on clues that it's time to switch topic doesn't go amiss. Long mutual pauses, uncomfortable laughter and going over the same ground are all things that should ring alarm bells. According to one study, a normal conversation leaves most people feeling that an appropriate range of topics has been covered. Where this isn't the case, getting bogged down in a particular issue is often cited as the reason. To counter this, grab any opportunity to introduce something that moves things on, whilst being careful to avoid a sudden shift of focus that could interrupt the flow. A technique known as 'calling back' that references someone's earlier remarks can be useful in this respect, as well as confirming the interest of their input.

C

Follow-up questions that build on something your conversation partner has just said can help the flow because you're indicating a level of interest and a willingness to hear more. There are, however, less effective patterns of questioning that can achieve the opposite. One such is 'boomerasking', where the question you've just asked is simply thrown back at you. Sometimes it's a thinly veiled way of avoiding giving a response, but more often it's because people are wary of going on too much about themselves or the family in case they seem to be bragging. Another pitfall is that despite being genuinely interested in what a conversation partner has to say, it reminds you so much of your own life experiences that you can't help but start sharing your perspective. Research suggests that such behaviour can come across as overly self-obsessed. Sharing your own perspective is important. It's OK at some point to bring the conversation back to yourself, but doing it too soon makes your partner feel like their input is being disregarded.

D

When we think of conversations that haven't gone well, what comes to mind are moments of tension or even open disagreements, but studies suggest the real enemy of conversation is boredom. We've all experienced that feeling of lingering on a topic long after all the juice has been squeezed from it. Levity is the antidote – any small moments of sparkle or fizz can pull us back in and make us feel engaged with each other again. Studies have probed why we look up to anyone who has a command of certain conversational skills, citing the person in a group conversation who can land even one appropriate joke. Even unfunny jokes can go down well, it seems – it's more the ability to read the room that's appreciated. But seeking to emulate stand-up comedians could backfire on you. Stand-up artists have rehearsed and honed their routines endlessly, but it's hardly a conversation. In real dialogue, what everybody is looking for is to feel engaged, and elaborate drawn-out anecdotes may actually detract from that.

Which expert

dismisses a possible objection to a recommended approach?	44
explains why one conversational strategy may reflect a fear of being misinterpreted?	45
mentions a strategy for steering conversations away from contentious subjects?	46
warns against adopting a style of delivery appropriate to another context?	47
outlines various signals that indicate a need to redirect a conversation?	48
refers to research into what people admire in a conversation partner?	49
stresses the need to choose the right moment to introduce a personal viewpoint?	50
suggests that an abrupt change of topic may be inappropriate?	51
underlines the value of lightening the mood of a conversation?	52
suggests a technique that can help develop a more meaningful conversation?	53

Tip! Don't try to read the text in detail until you've read the questions.

Tip! Texts often have a heading. This can give you important information about the topic and how the text is structured.

Tip! The questions are often part of a sentence which follows on from a general subject, e.g. *Which writer ...?*, or may be the answer to a specific question, e.g. *In which section is the following mentioned?*. Remember to read the questions in relation to the complete wording.

Tip! Don't expect the questions to use the same vocabulary and expressions as the text. The options will usually summarise the ideas from the text using reporting language. Think about the ideas in the text as you read and match these to the options.

Advice

44 All four experts are offering advice and recommendations, but only one of them mentions people who disagree with their advice. The expression *dismisses a possible objection* tells us that this expert thinks these other people are wrong.

45 Various techniques and strategies are mentioned by the experts, but only one of them suggests this motivation for using one. Look for a word that suggests a type of behaviour that people wouldn't want to be associated with.

46 All the experts talk about topics of conversation; which one mentions subjects that somebody might want to avoid and why?

47 Which expert contrasts a conversation with another type of situation where people listen to somebody talking?

48 All the experts talk about changing the conversation topic, but only one talks about signals that this may be necessary.

49 Research studies are referred to by all four expert, but which one talks about this particular research?

50 Scan the texts to see which expert explores the issue of introducing a *personal viewpoint*. You're looking for other words and expressions that have a similar meaning.

51 All the experts talk about the topic or focus of conversation, but which one uses a similar word to introduce the idea of an *abrupt change* and says why these are best avoided?

52 Look for words that describe a lively, light-hearted conversation. One expert uses a number of these words, plus one that means the opposite.

53 The word *meaningful* suggests a more serious conversation. Which expert uses an adjective with the opposite meaning to suggest why this might be necessary?

Task information

- Part 1 is a compulsory task.
- You have to write an essay of between 240 and 280 words based on two texts.
- The texts discuss contrasting or complementary views on a topic.
- You have to summarise and evaluate the key points from the texts.
- You also have to add your own ideas about the topic.
- You should allow approximately 45 minutes to write your answer. This includes the time you need to plan and to check your work, ensuring that you cover all the aspects of the task.

1 How your writing is assessed

When examiners assess students' writing, they look at four different criteria, asking themselves the accompanying questions:

- **Content:** Has the answer dealt with all the aspects of the task?
- **Communicative Achievement:** Is the answer written in a format and style appropriate for an academic essay?
- **Organisation:** Is the answer written in four or five paragraphs, each with a distinct topic and with clear logical connections between the paragraphs?
- **Language:** Does the answer show that the writer can use an appropriate range of structures and vocabulary in an accurate way?

They give a mark of between 0 and 5 for each of these criteria for both Part 1 and Part 2 (a mark of 3 indicates that the candidate has achieved C2 (Proficiency) level for that criterion). The maximum number of marks for the Writing paper is therefore 40. No half marks are given.

1a Which of the four criteria above do each of these more detailed descriptions refer to? There are two for each criterion.

- 1 There is a wide range of vocabulary and grammar. They are used accurately. Collocations are used appropriately.
- 2 The candidate answered the task. They have done what they were asked to do.
- 3 The writing is appropriate for the task. The candidate used a style that is suitable for the specific context and purpose of the writing.
- 4 The writing is put together well. It is logical and ordered.
- 5 They have written in a way that is not suitable. For example, they have used a very anecdotal narrative style in a report for an official organisation, rather than a more formal or neutral style.
- 6 The candidate did not include everything they were asked to. They have written something irrelevant.
- 7 Some mistakes are unproblematic, but there are other mistakes that could make the text difficult or confusing for the reader.
- 8 It is difficult for the reader to follow. There is no title for the article, and it is not written in clearly defined paragraphs.

1b Look at the marks some candidates got for a piece of C2 Proficiency writing and answer the questions.

- 1 José got 1 mark for Content and 4 marks for each of the other criteria. What could he do to improve his mark for Content?
- 2 Magdalena got 5 for Content, 4 for both Communicative Achievement and Organisation and 3 for Language. What should she do to improve her mark for Language?
- 3 Ahmed got 2 for Organisation and 4 for each of the other criteria. What do you think he could do to achieve a better mark for Organisation??
- 4 Suzanna got 5 for Content and 3 for Organisation and Language, but only 1 for Communicative Achievement. What could she do to improve her mark for Communicative Achievement?

2 Reading the task

Part 1 tests your reading as well as your writing. You have to read two texts on a related theme and begin your essay by identifying this theme. Each of the two texts in a Part 1 task will contain two key ideas. You need to identify these four ideas and develop your essay by including them.

Tip! Each of the two texts will have a title, but these titles deliberately do not tell you directly what the main theme of the texts is, so it is important to take the time to read both texts before you start.

2a Read these two texts. What is the theme that connects them?

Happy Valley

There is a secluded valley that I think of as my happy place. It's not exactly quiet – I can hear birdsong, there's a gentle breeze rustling the leaves of the trees above my head, and the little waterfall on my right is actually quite noisy – but there is nothing to suggest any other person is anywhere nearby. It's in such environments where we like to visualise ourselves when pressures are piling up and a moment of escape is called for. A few minutes imagining yourself in such a place, and all those deadlines and to-do lists seem much less overwhelming.



Arrivals and departures

The arrivals and departures boards at an international train station conjure up memories of waiting for friends I am nervously excited about meeting again after a long separation. Or of gazing up to find the platform I need for my first solo trip abroad. The destinations evoke cities I have travelled to alone or with dear friends. But stations make us look forward to new adventures, too. They tempt us towards future journeys to places that will shape our lives in all sorts of unpredictable ways. So a station's where I go in my head whenever everyday routine begins to make me hanker for excitement.

2b What are the two key ideas in each text? Ignore details and examples, and think about the general points that the writer is making.

3 Planning your answer

3a There are two ways you can approach this essay:

- 1 Summarise each of the two texts in turn, with a paragraph about each one, finishing with one or two paragraphs explaining your own point of view.
- 2 Use paragraphs dealing with separate aspects of the topic, including points from both texts, as well as your own point of view in each paragraph.

Think about how each of these approaches would work in practice with the texts in Exercise 2a. Which of them do you think would work better for you?

3b Write an essay summarising and evaluating the key points from both texts in Exercise 2a. Use your own words throughout as far as possible, and include your own ideas in your answers. Write your answer in 240–280 words in an appropriate style.

Tip! Think about which opinions of your own you would like to include in the essay before you make your plan, as this will have a significant impact on the way you approach the task.

Remember!

You should always begin your essay with a sentence explaining what the main theme of the two texts is.

Remember!

Bear in mind the criteria the examiners use to assess your work (see *How your writing is assessed* on page 36).

4 Useful language Paraphrasing vocabulary

How could you paraphrase these phrases from the texts?

- | | |
|--------------------------|-------------------------|
| 1 my happy place | 5 conjure up memories |
| 2 such environments | 6 travelled to alone |
| 3 when pressures pile up | 7 shape our lives |
| 4 much less overwhelming | 8 hanker for excitement |

5 Useful language Paraphrasing sentences

It is also important to paraphrase sentences and larger sections of text in an appropriate way.

How could the following sentences be improved?

- 1 So, the first text describes this secluded valley that the writer thinks of as his happy place.
- 2 It's not really quiet because he can hear birds singing and there's a gentle breeze that makes the leaves rustle above him, and also there's a little waterfall nearby that's kind of noisy, but the thing is, there's nobody else around, which is what makes it special.
- 3 In places like this, when pressures are piling up and the writer needs a moment to escape, he likes to visualise himself here because it helps him relax because just a few minutes thinking of being in this valley makes all those things he has to do feel way less overwhelming.
- 4 Then the second text describes the arrivals and departures boards at an international train station, and these boards totally conjure up memories for the writer of waiting for friends that they were excited about meeting after a long time apart, or looking up to find the right platform for their first solo trip to another country.
- 5 The stations are also about looking forward to new adventures and all that, because they make you think about future journeys to places that might change your life in all sorts of unpredictable ways, so, whenever the everyday routine starts making the writer long for excitement, he imagines himself in a station because it's like a symbol of all the possibilities out there.

Question 1

You **must** answer this question.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible and include your own ideas in your answer.

Write your answer in **240–280 words** on the separate answer sheet.

Born great

Shakespeare said that some people are born great, others achieve greatness, and others have greatness thrust upon them. The same could be said of celebrity. Royalty, movie stars and the man whose videos of his cat singing to him went viral all acquired celebrity status in different ways. And they all experience its positives and negatives, albeit to differing degrees. But why do some people aspire to celebrity? Although they may get a buzz from being recognised or from being offered the best table in a restaurant, this is surely not worth the loss of privacy and the trolling that most celebrities receive these days?

In the news again

Some people nowadays seem to be famous just for being famous. They are never out of the popular press, as there seems to be endless interest in who they're dating, what they've called their children, what their latest look is. But why do they attract so much interest when they are not talented at sports or gifted entertainers or in any other obvious way deserving of fame? Even so, it's not uncommon nowadays for a child to state that they want to be like celebrity X or celebrity Y when they grow up. But should we not be encouraging them to aspire to something more worthwhile and, almost certainly, more satisfying in the long run?

Write your **essay**.

Advice

Think about the following questions before planning your answer.

- Would you like to achieve celebrity status? Why? / Why not?
- Are celebrities the best kind of people for children to aspire to become? Why? / Why not?

Use this checklist when you have completed the task.

- ☐ Have you begun your essay by explaining what the main theme of the two texts is?
- ☐ Have you picked out two key points from each of the texts?
- ☐ Have you summarised the key points using your own words?
- ☐ Have you included your own opinion on issues raised by the texts?
- ☐ Have you written four or five paragraphs, each on a distinct point?
- ☐ Have you written in an appropriate style for an essay?
- ☐ Have you borne in mind the criteria according to which your work will be assessed (Content, Communicative Achievement, Organisation and Language)?
- ☐ Have you written between 240 and 280 words?

Task information

- Part 2 is a compulsory task. You have three questions to choose from (questions 2, 3 and 4), but you only answer one of them. They will be three of the following: an article, a letter, a report or a review.
- It is sensible to choose a question that interests you and that you have the relevant vocabulary for, to write an effective answer.
- You have to write between 280 and 320 words.
- You get equal marks for Part 1 and Part 2, and the same marking criteria are used for both.
- You should allow roughly the same amount of time for Part 2 as for Part 1, i.e. about 45 minutes. This includes time both to plan and to check your answer. Although you have to write slightly more in your Part 2 answer, some extra time will be needed to carefully read the Part 1 texts.

1 Who are you writing for?

Whenever you write something, it is important to think about who you are writing for, as this affects both what you write about and the language you use to express your ideas.

1a Answer the questions about the impact of the intended readership on content and style.

- 1 How would the content and style of an article for your college magazine assessing leisure opportunities for young people in your area differ from an article on the same topic written for an international website?
- 2 Imagine you disapprove of your local council's plans to build on a popular city park. How would the content and style differ in a letter to your college magazine about the experience and a letter to the council planning committee?
- 3 You have to write two reports evaluating a language course you attended abroad: one for the organisers of the language course and one for your own college newsletter. How would these two reports differ in content and style?
- 4 You want to write two reviews of a new video game you have enjoyed. One will be for your class magazine and the other will be for an in-flight magazine. How might the content and style of these two reviews differ?

1b Decide if these statements are true (T) or false (F). Think about writing in English and writing in your own first language.

- 1 When you're writing a letter to a person in authority, your language is likely to be relatively formal, avoiding the use of contractions or colloquial vocabulary.
- 2 When you're writing a report, it is important to make sure that the points you make are clearly organised into distinct sections.
- 3 The title and first paragraph of an article are important in that they often determine whether someone decides to read the whole article or not.
- 4 The most important aspect of the review of a film or book is to give the reader a clear understanding of the plot.

Task information

- The purpose of the report must first be identified. This enables you to choose what information should be included.
- Information should be clearly organised and presented in distinct sections.
- An introductory sentence or two should clearly state the purpose and scope of the report.
- A heading for each section can help the reader to understand how the report is organised.
- The report should finish with an appropriate conclusion, which will often include a recommendation.

Tip! The wording of the task may suggest what section headings to use. For example, if you're asked for a report on an event you attended, briefly summarising its nature, commenting on its highlights and evaluating the impact of events of this type on different generations, the headings could simply be *Event: Background information, Highlights and Impact of such events.*

1 Use of headings

1a Headings 1–12 are typical of reports. Put each of them into one of the categories (A–C) according to where you are most likely to find them in a report.

A most likely near the beginning of the report:

B most likely in the middle of the report:

C most likely near the end of the report:

- | | | | |
|--------------------------|----------------------|---------------------|-----------------------|
| 1 Conclusion | 4 Future plans | 7 Advantages | 10 Highlights |
| 2 Disadvantages | 5 Introduction | 8 Results | 11 Recommendations |
| 3 Background information | 6 Historical context | 9 Current situation | 12 Key considerations |

1b In a report of 280–320 words, you will not need more than four or five headings. Look at the report tasks below. Choose four or five section headings that you could use to structure each report. You can use suggestions from Exercise 1a or opt for other ideas.

- 1 You recently went on a college geography trip. Your college principal has asked you to write a report of your trip, briefly outlining what you did, evaluating how successful it was, and explaining to what extent you feel college trips are a valuable part of the curriculum for students.
- 2 A social-studies organisation is interested in how various areas are developing different ways of coping with transport problems. Write a report about a transport issue in a town or other area you know. Outline the problem, explain what has been done, and assess different ways cities can deal effectively with traffic issues.
- 3 The principal of the college you attend would like to improve the sports and other leisure facilities the college provides for students. Before deciding exactly what to do, he has asked some students to write a report in which they briefly describe the most popular sports facilities, explain the priorities for investment, and assess how they see the role of sports in the college curriculum in the coming years.



2 Useful language Effective use of connectors

In a report, it is important to make the logic behind your thinking absolutely clear for your readers. Connecting words and phrases help you explain your train of thought in an effective way.

2a Read these groups of connecting words and expressions. Think about their meaning and how you might use them. What do the words and expressions in each set have in common?

- 1 first, then, next, lastly
- 2 moreover, in addition, furthermore, besides
- 3 firstly, secondly, thirdly, finally
- 4 on the other hand, however, nevertheless, nonetheless
- 5 in other words, to put it another way, that is, to put it simply
- 6 in conclusion, to sum up, to conclude
- 7 for example, for instance, say, such as
- 8 consequently, as a result, in consequence, therefore, thus, accordingly
- 9 surprisingly, regrettably, fortunately, strangely



C2 learners often use the wrong words instead of *on the other hand*: ...very childish and she used to get into trouble very easily. Lauren, ~~on the contrary~~ **on the other hand**, was very mature and very protective towards her little sister ...

2b What is the difference in meaning between the sentences in each set?

- 1
 - a At last the town has its own cinema.
 - b At least the town has its own cinema.
 - c Lastly, the town has its own cinema.
- 2
 - a Firstly, the town was on an important trading route.
 - b At first, the town was on an important trading route.
- 3
 - a As far as I am concerned, the town would be a convenient place to live.
 - b What concerns me is whether the town would be a convenient place to live.
- 4
 - a In my opinion, the town offers few opportunities.
 - b From my point of view, the town offers few opportunities.
- 5
 - a Moreover, the town has two railway stations.
 - b Therefore, the town has two railway stations.
 - c However, the town has two railway stations.



C2 learners sometimes use *although* instead of *however*: ... ease of going somewhere by car can be a temptation that is hard to resist. ~~Although~~ **However**, I think, if well informed, and with the right facilities, like an efficient ...

2c Read the sentences from reports written in answer to the tasks in Exercise 1b. What would be a logical way to complete each one?

- 1 The geography trip had three main aims. Firstly, ...
- 2 Our accommodation on the trip was in a hut ten miles from the nearest village. Surprisingly, ...
- 3 On the whole, students derive considerable benefits from college trips. However, ...
- 4 Traffic congestion in the town was on the verge of gridlock every rush hour. Therefore, ...

- 5 The train station in the city centre has been recently modernised.
The bus station, on the other hand, ...
- 6 The town is considering introducing a congestion charge. In other words, ...
- 7 The café on the college campus closes very early every day.
Moreover, ...
- 8 The college admits two thousand more students now than it did ten years ago.
Consequently, ...
- 9 Since enrolling at this university, many students have attempted to get involved in several different sports clubs. At first, ...

Tip! Using connecting words and phrases in an appropriate way will help you get a good mark for Organisation. However, it is better to use them sparingly than to use them inappropriately.

Test 1 Exam practice Writing Part 2 (report)

Write your answer in **280–320** words in an appropriate style.

A social-sciences website has asked users to write a report on the use of social media in their country. Your report should briefly describe current social-media use by your generation in your country and assess whether you think their attitude towards social media is predominantly positive or negative. You should also explain how you think that generation's use of social media may change in future.

Write your **report**.



Use this checklist when you have completed the task.

- ☐ Have you written about social media use by your generation in your country?
- ☐ Have you assessed whether their attitude to social media is more positive or more negative, giving reasons for your view?
- ☐ Have you commented on how you think the use of social media by that generation is likely to change in future?
- ☐ Have you written four or five paragraphs?
- ☐ Does each paragraph deal with a distinct topic?
- ☐ Have you opened with a clear statement of the content of the report?
- ☐ Have you made appropriate use of section headings?
- ☐ Have you borne in mind the criteria according to which your work will be assessed (Content, Communicative Achievement, Organisation and Language)?
- ☐ Have you written 280 to 320 words?

Tip! This book contains sample answers for all the practice test tasks. When you have written your own answer to the task, read the sample answer. Does it suggest to you any ways in which you could improve your own response to the task? If so, try writing a second draft of your answer.

Task information

- It is important to consider who you are writing the article for – an article for an academic publication will be very different in style from one for a popular magazine.
- A successful article needs to interest and engage its reader.
- A good title and an interesting opening paragraph are important for capturing the reader's interest.
- The structure of your article needs to be clear, with a logical coherent progression from one paragraph to the next.
- An appropriate and strong conclusion will leave the reader with a positive impression of your article.

1 Engaging the reader

1a Think of a way that each of these opening sentences could be improved so that they are more likely to draw the reader in.

- 1 Most people want to reach the top of their chosen profession.
- 2 Being a data analyst may sound like a boring job, but that isn't necessarily the case.
- 3 Joanna Green discovered she had a well in her garden when she dug up her old patio last weekend.
- 4 The Maldives are a beautiful holiday destination.

Tip! As well as a good title, your article also needs to have a good opening sentence in order to capture the reader's attention and make them keen to read on.

1b Write a title and opening paragraph for an article for each of these two tasks. If possible, compare your suggestions with those of other students. Who do you think came up with the best suggestions?

An English-language magazine has asked readers to submit articles which describe a situation in which they had to make an important decision on the spur of the moment. In your article, you should briefly describe the situation and explain why you decided as you did. You should also consider the advantages of making a decision spontaneously rather than reflecting on it for some time.

Write your **article**.

Your college magazine is producing a special issue for new first-year students. You decide to write an article in which you briefly describe your own experience as a first-year student and explain how you felt and why. You should also evaluate the extent to which the college's essential support services can help new students.

Write your **article**.

2 Coming to a strong conclusion

The way you conclude your article gives your reader their final impression of your writing, so it makes sense to ensure that this is as effective as possible.

2a Why are these possible endings for the first article in Exercise 1b weak?

- 1 Working out the right decision to do is rarely straightforward, but acting on the spur of the minute can sometimes be the best approach.
- 2 This topic was a challenging one for me to address, as I have never had to make a really crucial decision, so I had to invent a situation.

- 3 Considerable time and effort went into opting for this course of action, but might a more spontaneous choice have been better? Probably no one will ever know the answer to that.
- 4 Sorry, but it's time to stop to write now and so this article is not finished.
- 5 The decision was not easy, but everyone was happy that it was a good one.

2b Complete these bits of advice about writing a good ending using words from the box.

accurate carefully collocations interesting rounds off strong sum up vague

- 1 Finish with a statement, not a one.
- 2 A good ending your writing in an effective way.
- 3 A good ending may your main argument.
- 4 Check your work so your writing is as as possible.
- 5 Use some vocabulary with some appropriate

Tip! Look at some articles in an English-language magazine. Notice the title, the opening paragraph and the concluding paragraph. How effective do you think they are? Note down any ideas that you think might help you with your own writing.

Test 1 Exam practice Writing Part 2 (article)

Write your answer in **280–320** words in an appropriate style.

A consumer magazine has asked readers to submit an article about choosing the perfect present. You decide to write an article. Briefly describe the factors that should be taken into account when choosing the perfect present and describe your experience of finding the perfect gift. You should also assess the extent to which the culture of gift-giving is changing in contemporary society.

Write your **article**.

Use this checklist when you have completed the task.

- ☐ Have you written about how to choose the perfect present?
- ☐ Have you written about at least two factors?
- ☐ Have you described your experience of choosing a perfect present?
- ☐ Have you evaluated the changing nature of gift-giving in contemporary society?
- ☐ Have you written four or five paragraphs, each with a distinct topic?
- ☐ Have you included an appropriate title for your article?
- ☐ Is your opening paragraph likely to make your reader carry on reading your article?
- ☐ Have you concluded your article in a way that is likely to leave your reader with a positive impression?
- ☐ Have you borne in mind the criteria according to which your work will be assessed (Content, Communicative achievement, Organisation and Language)?
- ☐ Have you written 280 to 320 words?

Task information

- It is important to consider who you are writing for, as this will affect the kind of information you include.
- A review always involves an element of evaluation: a description of the performance, object or service you are reviewing will not be sufficient.
- Proficiency Part 2 tasks, including reviews, usually have an element that invites some more general reflection on the topic; make sure you deal with every aspect of the task you have been set.

Tip! You can either incorporate your more general reflections into your review of a specific performance or piece of work, or you can deal with them in a separate paragraph.

1 Planning an appropriate answer

Writing a good answer to an exam task involves planning it before you start writing. When you answer a Proficiency task, you should aim to write four or five paragraphs. Each paragraph should have a distinct topic.

1a Look at the three review tasks below. Answer these questions, noting down any ideas you have in the order that they occur to you.

- What would you choose to review?
- What points might you make about your chosen films / music / novel?
- What points could you make about the second, more general element of the task?

Tip! The final element of the review is important. Do not forget to deal with it – and not just in a single sentence.

- 1 Write a review of two contrasting animated films you have seen. Comment on the strengths of each of them and explain what you think makes an animated film successful.
- 2 A music website has requested reviews of music albums that suit particular circumstances. You decide to write a review of a music album that you like to listen to when you are studying. You should briefly describe the music and explain why you choose to listen to this album when you are studying. Your review should also evaluate the roles that music can play in students' lives more generally.
- 3 An international culture magazine has asked for reviews of novels that help readers learn about an unfamiliar culture. You decide to write a review of a novel that has helped you understand the culture of another country. You should briefly describe what happens in the novel and explain what you learned about that country from the novel. You should also assess and explain whether you think novels can be an effective way to gain an understanding of a different country.

1b Organise the notes you made in Exercise 1a into possible plans. Remember to think about how to integrate your ideas about all the elements of the task.

2 Giving opinions

You can give your opinion in many different ways. At Proficiency level, it is, of course, too simple just to say *I like X because ...*. You need to use more sophisticated language.

2a Some adjectives clearly convey a positive or a negative idea. Look at the adjectives and tick (✓) the ones that are used to express a positive opinion and put a cross (X) beside the ones that are used to express a negative opinion.

engrossing ☐ exhilarating ☐ captivating ☐ ludicrous ☐ self-indulgent ☐
sensitive ☐ tedious ☐ grotesque ☐ irritating ☐ impressive ☐

2b One way of expressing your opinion is by using an adverb + adjective combination. Choose an adverb from the box that collocates with the adjective in each sentence.

bitterly deeply eagerly excruciatingly highly pleasantly richly wildly

- 1 The novel is moving.
- 2 The translation is inaccurate.
- 3 The actor's performance was disappointing.
- 4 The sequel to the original movie has been awaited.
- 5 The actor received deserved praise for his excellent performance.
- 6 Although the film has had some positive reviews, I found it boring.
- 7 I was surprised by the quality of the children's singing.
- 8 It's unlikely that I will choose to read another novel by that author.

Tip! Give yourself more practice in writing reviews by writing full reviews for the answers you planned in Exercise 1b.

Test 1 Exam practice

Writing Part 2 (review)

Write your answer in **280–320** words in an appropriate style.

A study-skills website has asked for reviews of websites that are particularly useful for students. Your review should briefly describe a website you know for students and explain to what extent this website has benefited you. You should also assess in what ways using a website for studies differs from using a textbook containing similar information.

Write your **review**.

Use this checklist when you have completed the task.

- ☐ Have you written about a website, clearly explaining what it is and how you use it?
- ☐ Have you explained how the website has been of benefit to you?
- ☐ Have you written four or five paragraphs, each with a distinct topic?
- ☐ Have you included your thoughts on the difference between using a website and using a textbook (either in a separate paragraph or integrated throughout the review)?
- ☐ Have you used language that expresses your opinion in an appropriate way?
- ☐ Have you borne in mind the criteria according to which your work will be assessed (Content, Communicative Achievement, Organisation and Language)?
- ☐ Have you written 280 to 320 words?

Task information

- Part 1 is a multiple-choice task. There are three short dialogues or monologues called Extract One, Extract Two and Extract Three. Each extract is about one minute long, and you will hear each one twice. You will have a short time to look at the task before the recording starts.
- You have to answer two multiple-choice questions about each extract and choose the correct option: A, B or C.
- The extracts are about different topics and they are not connected in any way. Before each extract, there is always a sentence starting with *You hear ...* which establishes the context of the extract.
- The questions are about different aspects of what is said, such as what the overall topic is, the main message or purpose of the recording, a specific detail, how a speaker is feeling, what their attitude or opinion is about something, or whether speakers agree or not.

1 Preparing to listen

Read the introductory sentence and questions for Extract 1 below. Based on what you've read, what do you think the conversation is about? What clues about the recording are there in the questions and the answer options?

You hear two friends discussing a house building project.

- 1 How does the woman feel about what has happened?
 - A She's attempting to remain positive.
 - B She has lost faith in the project.
 - C She's concerned about her neighbours.
- 2 What is the woman doing when she mentions the schedule?
 - A criticising the team of constructions workers
 - B suggesting that it resulted in false expectations
 - C complaining about a missed deadline

Tip! By carefully reading the sentence that establishes the context and the language used in the questions, you can start to speculate about what you will hear in the extract. This will sharpen your focus before the recording starts.

2 Different types of paraphrase

2a Look at the words and phrases from the questions in Exercise 1. In what other ways can you express this information?

- 1 attempting to remain positive
- 2 lost faith in
- 3 concerned about
- 4 neighbours
- 5 construction workers
- 6 expectations
- 7 missed deadline

Tip! As you read the question and the answer options, try to predict possible paraphrases. You might hear synonyms of individual words, idioms, longer descriptions, informal phrases or collocations. Think about which words or phrases are more likely to be paraphrased.

2b Read the extract and choose the correct answers to the questions in Exercise 1.

Underline the parts of the extract that answer the questions. How are the answers paraphrased?

Man: Hi, Victoria. How are things with you these days? I hear you're having your kitchen done. We had ours done last year. How's it coming along?

Woman: Funny you should mention it, because everything was going swimmingly until yesterday, when somehow one of the builders managed to drill through a water pipe in the street outside, and now everything's on hold till that's repaired. I'm doing my best to look on the bright side, as at least the supply to the whole neighbourhood wasn't disrupted, but even so, it's hardly a great turn of events, is it?!

Man: Oh, no, what a nightmare! How on earth did they manage to do that?

Woman: If you ask me, it's all down to the scheduling, as the builders were unavoidably delayed at the outset and now they're scrambling to catch up, given that they guaranteed everything would be done and dusted by the end of the month.

Man: Well, taking short cuts invariably leads to disasters in my experience – these things should be done properly – but it all depends on who you get in, and it's frankly a lottery. Something like that's bound to happen if they're cutting corners.



Questions 1–6

You will hear three different extracts. For each question, choose the correct answer. There are two questions for each extract.

Extract One

You hear two work colleagues discussing their manager's retirement party.

1 The man suggests that any comments at the party should

- A avoid sounding clichéd.
- B be spontaneous not rehearsed.
- C evoke some workplace nostalgia.

2 How does the woman feel about the retirement party?

- A apprehensive about the idea of making a speech
- B irritated at her colleagues' lack of engagement
- C reluctant to take charge of organising it

Extract Two

You hear a woman being asked about her hobby of kitesurfing.

3 What aspect of kitesurfing does she find appealing?

- A the euphoric emotions generated in the moment
- B the mental and physical challenges it presents
- C the sense of community with like-minded people

4 What does she say about the adrenaline rush of kitesurfing?

- A It's something to be expected.
- B It's an indescribable feeling.
- C It's a way of managing fear.

Extract Three

You hear part of a lecture about choosing online profile pictures.

5 What does the lecturer suggest about choosing a bad profile picture?

- A It suggests a lack of professionalism.
- B It has unintended consequences.
- C It makes people form judgements quickly.

6 According to the lecturer, some research findings

- A go against preconceived ideas.
- B have been inconclusive to date.
- C are more important than people think.

Advice

1 You may hear references to parts of all the options, so they might all be tempting, but only one will be correct and reflect exactly what is said in the extract.

2 The answer to this question comes in part from the woman's intonation, so listen carefully to her tone of voice.

3 The woman talks about kitesurfing in general and her own experience of it. Remember you are listening to information about her in particular.

4 In this question, although the options are quite general in meaning, you will need to pay attention to the details to choose the correct option.

5 Use the second listening to check carefully which of the options is closest in meaning to what is said.

6 The answer to this question comes through in the opinion of the lecturer. Listen carefully to phrases that indicate what she thinks.

Task information

- Part 2 is a sentence-completion task. The recording will be about three minutes long, and you will hear it twice.
- You will hear one person (e.g. in a talk, a lecture or a podcast). The speaker is likely to state facts and also express opinions.
- Each of the nine sentences has a gap to complete using a word or short phrase from the recording. The information in the recording will be in the same order as the sentences.
- British and American spellings are both accepted.

1 Focus on meaning and context

1a Look briefly at the Listening Part 2 extract below and answer these questions.

- 1 What is the topic of the recording?
- 2 Which questions deal with the speaker's personal perspective?
- 3 Which questions deal with a more general perspective?

Tip! Before you listen, read through the questions to understand the context and flow of the monologue, then focus on the gaps in the individual sentences.

You will hear a man called Chris talking about cold-water swimming.

- 1 Chris decided to try cold-water swimming after a **1** with his brother.
- 2 Chris believes the most underestimated element of swimming in cold water is the **2**
- 3 On his New Year's Day swim, Chris came across a **3** in the water.
- 4 Most people cite the **4** as the most significant benefit of cold-water swimming.
- 5 It is believed that cold-water swimming can significantly improve our ability to deal with **5**

1b Underline the key words and note a focus of each question in Exercise 1. For example:

- 1 Chris decided to try cold-water swimming after a with his brother. (When / decide / try?)

1c Look at the questions in Exercise 1a again.

Match the categories (A-E) with the gaps (1-5).

- A something positive that comes from cold-water swimming
- B a problem (possibly health related) that is helped by cold-water swimming
- C something you might do with another person
- D something you might find in a body of water
- E a factor that is part of cold-water swimming

Tip! Taking some time to analyse what you need before you listen can take the strain off you when listening.

Tip! Check carefully what part of speech is grammatically required in the sentence, as it won't always be a noun (although it usually is).

Tip! Answers are always a word or short phrase, and they must come from the recording. Use more than one word if it's essential to the understanding of the gap (e.g. if the answer is *marine life*, then *life* alone is unacceptable) or it's essential to qualify the noun, so if two types of bag are mentioned in the audio, you would need to add which you mean (e.g. *plastic bag*).

2 Reading around the gaps

2a Look at the sentence below. Which words from the box could go in the gap? Discount any words that are grammatically incorrect or implausible.

bottle fisherman jellyfish marine life octopus
plastic bag rubbish wave

On his New Year's Day swim, Chris came across a
in the water.

- 2b** Read the audioscript extract below and underline all the words that grammatically fit the gap in the sentence in Exercise 2a. Then, choose the correct word according to the context. Why are the other options wrong?

I remember one cold-water swim that stuck out. It was over New Year's Day ... now, encountering some kind of marine life is all part and parcel of swimming in seas, and I'm no stranger to the odd jellyfish, but imagine my surprise when a dolphin flipped out from the water just metres away, as they're normally pack creatures. When I bumped into a fisherman when I got back to shore, I told him about it.

Test 1 Exam practice

Listening Part 2

Questions 7–15



You will hear a woman called Suzanne Porter giving a talk about open-water swimming and the English channel. For each question, write the correct answer in the gap. Write a word or short phrase.

Remember!

Only use words you hear in the audio.

People new to open-water swimming wrongly consider their **7** ability as paramount.

Swimmers should always check the meteorological conditions and any potential **8** before an open-water swim.

When talking about feelings, Suzanne says that, during her swims she gets into a

9

Prior to swimming the English Channel, many swimmers use Lake Windermere for their official

10

It's a myth that English Channel swimmers put a layer of **11** on themselves before swimming.

Suzanne underwent a form of preparation known as **12** in order to adapt to low water temperatures.

Suzanne states that it is almost impossible to prepare for the **13** on a Channel crossing.

An optional **14** can be important to help a Channel swimmer in the more difficult parts of the swim.

A challenge like swimming the English Channel requires **15** to complete it.

Advice

7 Read this question carefully. One word is essential to getting the answer with the correct meaning.

8 Meteorological conditions are already mentioned, so don't write any types of these as your answer.

9 Pay attention to the time period in the sentence.

10 When you hear Lake Windermere mentioned, listen for its use.

11 Remember that you are listening for something the speaker thinks is untrue.

12 You will hear two very similar things mentioned, but only one is correct.

13 Think of something that cannot be prepared for. This is paraphrased in the audio.

14 You will not hear a strong paraphrase for *optional*. Listen for a mention of the time it takes to cross the Channel and for a paraphrase of *difficult parts*.

15 The audio will reference *the only thing that will keep you going*, and the answer lies in what the speaker says this is.

Task information

- Part 3 is a multiple-choice task, where you will hear a conversation between two or more speakers. This may take different forms, such as an interview or a discussion.
- The recording is about three to four minutes long, and you will hear it twice. You have to answer five multiple-choice questions, each of which has four options to choose from. The questions follow the same order as the ideas and information in the recording.
- Some of the questions will ask about the speakers' feelings, opinions or attitudes. These may be explicit or implied. Some questions will not reference a particular speaker, but a particular topic. These questions might ask *What point is made about ...?* There may also be questions which focus on understanding a detail or the gist of the discussion.
- You have a minute before you listen. Use this time to read the questions and pick out some key words to help you focus as you go through each question.

1 Following the recording

Look at the Part 3 introduction and questions. Which description below (A–C) matches the information in the questions and their order?

You hear two experts talking about ancient DNA.

- 1 Steven and Eva think that in the early days, contamination in ancient DNA ...
- 2 Eva claims that nowadays, ancient DNA is especially key in ...
- 3 Steven got his start in the field of genetics when ...
- 4 How does Eva feel about Steven's research into medieval disease?
- 5 Eva predicts that ancient DNA will soon uncover further information about ...

- A** They are going to look at the pros and cons of studying DNA, then go on to the future of DNA studies. After that, we'll hear the speakers' own experience of working with ancient DNA.
- B** They are going to look at how the study of ancient DNA has developed, then focus on the research one of the speakers has done, before moving on to the future of ancient DNA studies.
- C** They are going to look at how ancient DNA research has developed, then focus on the speakers' careers in using ancient DNA, before moving on to predictions for the future.

Tip! Before listening, look at the questions and options to give you an idea of the kind of information you will hear and the order in which you will hear it. This will prepare you for the direction of the content and help you move from one question to another as you notice new topics being mentioned.

 C2 learners often use *what* instead of *that*: *Having said that, I do not believe that to disregard anything ~~what~~ that comes from an expert would be prudent, either.*

2 Focusing on the questions and options

- 2a** Look again at the first question from Exercise 1 and how the focus (F) and perspective (P) have been identified. Do the same for questions 2–5 in Exercise 1.

P F F
Steven and Eva think that in the early days, contamination in ancient DNA ...

- 2b** Read the options (A–D) and the paraphrased versions in *italics* below them. Which of the paraphrases completely matches its option? Underline the differences in the other paraphrases.

Tip! It is essential to understand the focus and perspective of the question or sentence half before you listen.

Steven and Eva think that in the early days, contamination in ancient DNA ...

- A** was underestimated by many researchers in the field.
Contamination used to be a big problem, although a handful of researchers didn't initially recognise this.
- B** necessitated the development of strict lab protocols.
The issue of contamination was solved as technology developed, and procedures grew more effective in dealing with it.
- C** was the biggest hurdle to producing accurate results.
In terms of reliability, contamination was the number-one issue for researchers.
- D** gave rise to some scepticism of the field's validity.
People were initially sceptical that we'd ever be able to overcome issues with contamination.

Remember!

There are two types of multiple-choice task. One is a direct question, where the answer should be chosen. The other is an incomplete sentence, where the second half of the sentence needs to be chosen.

Remember!

You are likely to hear key ideas for many of the options. It is the overall meaning in both the sentence half or question and the correct option that you should be listening for.

Questions 16–20

You will hear a discussion between the host of a history podcast, Jake Bilder, and an anthropologist, Professor Michaela Jones, about ancient DNA and what it can tell us. For each question, choose the correct answer.

Tip! Do not leave any questions unanswered. It is better to guess than not answer at all, as you do not lose points for a wrong answer.

- 16 Michaela's keen interest in anthropology stemmed from**
- A a chance visit to a cultural event.
 - B a deep curiosity about customs.
 - C a documentary on prehistoric humans.
 - D an archaeological excavation.
- 17 Both Jake and Michaela say that studies of ancient DNA**
- A are only just becoming important.
 - B are something many people are unaware of.
 - C have an undeserved reputation.
 - D are progressing quickly.
- 18 Michaela thinks Jake's example of a herding family**
- A shows how women suffered in the family.
 - B is reflective of results of other studies.
 - C highlights the ease of relocation.
 - D transformed thought on ancient families.
- 19 What does Jake believe was pivotal in ancient survival?**
- A being the most able within the group
 - B interaction with other groups
 - C having flexible group structures
 - D the continual movement of the group
- 20 What point does Michaela make about the ethical issues surrounding the study of ancient DNA?**
- A Criticisms are not based on any factual information.
 - B Issues have been dealt with by new guidelines.
 - C Concerns aren't an accurate reflection of reality.
 - D Controls on DNA research need to be tightened.

Advice

16 Listen carefully to what Michaela says about her early experiences. All of these elements may have been part of her life, but only one inspired her to study anthropology.

17 The word *both* is important here. You may hear the speakers mention different options, but there is only one option that mentions something they both agree on.

18 The answer to this question is only briefly alluded to, so listen carefully to Michaela's reply.

19 Jake will touch upon all of these issues over a few turns. Make sure your answer links to what he believes was pivotal.

20 In this question, you need to find Michaela's opinion. The answer may be implied rather than more directly stated.

Task information

- Part 4 is a matching task. You will hear five short monologues all on the same theme. Each monologue is about 35 seconds long, and you will hear each one twice.
- On the question paper, you will see two matching tasks. You should read the question for each task carefully. Each question will have a different focus, for example identifying how the speakers felt about a

situation or understanding why they chose a particular course of action.

- For each task, match the five speakers with the correct answers from a list of eight options. You have to complete BOTH tasks as you listen.
- The answers in each monologue can be in any order, so you might hear the answer to Task 2 before the answer to Task 1.

Tip! Make sure you are clear about the specific information you need to identify in each task and use the 45 seconds before you listen to look through the options.

1 Dealing with multiple options

Read these Part 4 instructions and underline the focus in each task.
You will hear five people talking about activity holidays.

Task 1

For Task 1, choose from the list the reason each speaker gives for going on this type of holiday.

Speaker 1 **21**

Speaker 2 **22**

Speaker 3 **23**

Speaker 4 **24**

Speaker 5 **25**

- A** to meet diverse people
- B** to set themselves a challenge
- C** to learn specific skills
- D** to explore unusual locations
- E** to reduce stress
- F** to connect with nature
- G** to disconnect from technology
- H** to take part in an adventure

Task 2

For Task 2, choose from the list what each speaker recommends when planning an activity holiday.

Speaker 1 **26**

Speaker 2 **27**

Speaker 3 **28**

Speaker 4 **29**

Speaker 5 **30**

- A** choosing the right season
- B** knowing your limits
- C** taking the correct equipment
- D** being willing to compromise
- E** researching the area
- F** understanding the costs
- G** finding expert assistance
- H** respecting local communities

2 Part 4 strategy

- 2a**  **4** Read these two different ways of tackling Part 4. Then listen to Speaker 1 and try Strategy 1. Choose the answers for Tasks 1 and 2 in the first listening and check your answers in the second.

Strategy 1: Listen to each speaker and for each one, complete both Tasks 1 and 2 at the same time. In the first listening, try to understand the general idea and choose the best answers for both tasks. In the second listening, check your answers or listen for anything you haven't answered.

Strategy 2: Listen to each speaker and for each one, do Task 1 the first time you listen and Task 2 the second time.

- 2b**  **5** Listen to Speaker 2 and try Strategy 2. Complete the answer for Task 1 the first time you listen, then complete the answer for Task 2 the second time.

- 2c** Which strategy did you prefer? Why?

3 Distractors

You will hear ideas that might tempt you to choose one of the other options, but they will be wrong. Look at the audioscripts for Speakers 1 and 2 on page 211. Mark where you hear ideas relating to other options, which are not the correct answer.

Tip! You will hear five speakers who may have different accents, and who may use some colloquial language, so make sure you practise listening to regional and national variations.

Tip! You may hear an answer to Task 2 before Task 1.



Questions 21–30

 6 You will hear five short extracts in which people are talking about adult friendships. For Task 1, choose from the list (A–H) which aspect of adult friendships each speaker values. For Task 2, choose from the list (A–H) what problem about making friends as adults each speaker mentions. For each question, choose the correct answer.

While you listen, you must complete both tasks.

Task 1: choose from the list (A–H) which aspect of adult friendships each speaker values.

- | | | |
|-----------|----------|----------------------------------|
| Speaker 1 | 21 | A receiving good advice |
| Speaker 2 | 22 | B respecting boundaries |
| Speaker 3 | 23 | C talking about personal matters |
| Speaker 4 | 24 | D enjoying harmless gossip |
| Speaker 5 | 25 | E having shared experiences |
| | | F discussing social issues |
| | | G disagreeing politely |
| | | H providing mutual support |

Advice

Speakers 1, 2 and 5 use idiomatic language in the answer, so before listening, look at options A–H and think about how they might be expressed idiomatically.

Task 2: choose from the list (A–H) what problem about making friends as adults each speaker mentions.

- | | | |
|-----------|----------|-----------------------------------|
| Speaker 1 | 26 | A geographical constraints |
| Speaker 2 | 27 | B a lack of hobbies and interests |
| Speaker 3 | 28 | C the constraints of family life |
| Speaker 4 | 29 | D a fear of making mistakes |
| Speaker 5 | 30 | E the time to develop friendships |
| | | F the expectations of society |
| | | G a desire for similar friends |
| | | H a loss of independence |

Advice

Speakers 2, 3 and 4 make some negative comments. This is to be expected because the task is about problems, so use the negative comments to help you choose the right answer.

Task information

- The Speaking test is conducted in pairs or groups of three candidates.
- There are two speaking examiners: one asks the questions (the interlocutor) and the other listens and allocates marks on either an app or paper (the assessor).
- The interlocutor introduces themselves and the assessor and asks for your marksheet if applicable.
- In Part 1, the interlocutor speaks to each of you individually, asking questions about you and your life. You don't need to speak to the other candidate in this part of the test.
- Part 1 lasts two minutes for pairs, and three minutes for groups of three.

1 Understanding the assessment criteria

1a What do you think the examiners are looking for in your speaking at C2 Proficiency level? Make notes of your ideas.

1b  **7** Listen to a speaking examiner explaining the assessment criteria for C2 Proficiency to students. Put a tick (✓) in your notes next to things that they mention.

1c Write the C2 Proficiency Speaking assessment criteria from the box in the correct place (1–5) in the table below.

Discourse Management Grammatical Resource Interactive Communication
Lexical Resource Pronunciation

Speaking criterion	You need to ...
1	Use a variety of appropriate vocabulary to discuss unfamiliar and abstract topics. Make very few mistakes.
2	Speak clearly and produce sounds, stress and intonation accurately.
3	Speak easily and for an extended period, with very little hesitation. Give varied ideas related to the topic, which are very well organised and relevant.
4	Start conversations, make links to what your partner says and keep the conversation going. Develop and broaden discussions.
5	Use a wide range of grammatical forms accurately.

Remember!

If there is an odd number of candidates, you could be in a group of three. The timing in each part of the test is adjusted for groups of three so that candidates have the same opportunities to speak.

Tip! The assessor will evaluate your speaking across the whole test, using these five criteria. Practise the areas where you think you can improve, but don't worry if one part of the Speaking test doesn't go as well as you want on the day. You can show your ability in the other parts.

2 Focus on Discourse Management Giving an appropriately extended response

2a Look at three responses to Part 1 questions. Write the letter of the strategy each candidate uses (A–D) to extend the answers next to their name. You can choose more than one strategy for each response.

A Give details **B** Give a reason **C** Give more than one example **D** Give an opinion.

Where do you live?

I live in Bracciano. It's a little village on the outskirts of Rome, quite pretty actually.



Gio:

How do you like to spend your weekends?

It really depends on the weather. If it's fine, I'll get outdoors and go for a bike ride. If it's pouring with rain, I'll most probably stay home and game.



Vera:

How often do you use public transport?

Honestly, not that much. It's pretty unreliable where I live, and I hate being the one to arrive late.



Jermaine:

2b Practise by giving your own answers to the three questions in Exercise 2a.

2c  **8** Listen to four responses to some more Part 1 questions. How could each candidate give a more extended response?

2d  **8** Listen again to the questions in Exercise 2c. Write them down, then practise your own answers.

Tip! Avoid giving one-word or very short answers. Remember key words in the examiner's question and extend your answer by giving more detail, a reason or an example, while still staying on the topic.

1 Read the exam instructions. Practise answering the questions.

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor Good morning / afternoon / evening. My name is and this is my colleague And your names are ? (Could I have your mark sheets, please?)

Thank you.

First of all, we'd like to know something about you.

Where do you live, (Candidate A)? And you, (Candidate B)?

[address Candidate B] Are you working or studying at the moment?

[address Candidate A] And you?

Select a further question for each candidate:

- What's your favourite thing about the place you live?
- How do you like to spend your weekends?
- In what ways do you use the internet the most?
- What do you look for in a job?
- How do you stay up to date with current events?
- Are there any green spaces near where you live?

2  **9** Listen and answer the questions you hear. Record yourself speaking if possible.

3  **10** Listen to the sample responses and compare them to yours.

4 Think about these questions.

- How confident do you feel about Part 1 of the Speaking test?
- What would make you feel more confident?
- What can you do to prepare and practise by yourself?

Tip! Practise doing Speaking exam tasks and record yourself. Listen and self-assess your speaking using the assessment criteria. What did you do well? How can you improve?

Tip! If you are not asked as many questions as your partner in Part 1, don't worry. They may have given slightly shorter answers during this part of the test, so they may be asked an additional question.

Advice

If you are asked a *yes/no* question, remember to extend your answer with a reason, an example or more detail. For example, instead of saying *No* in answer to the last question in Exercise 1, you could say: *Not close to my house, but there are some public parks on the edge of the city centre.*

Task information

- In Part 2, you and the other candidate(s) speak together about some pictures for about four minutes (six minutes for groups of three). You are given between one and seven pictures.
- **Focus task:** First, the interlocutor will ask you a question about two of the pictures (or different aspects of the same picture, if there is only one).
- You should discuss the question with your partner for one minute. If you are still speaking after a minute, the interlocutor will say *Thank you* and signal that you need to stop.
- **Decision-making task:** You then complete a decision-making task, based on the same picture(s). The interlocutor will tell you the task. It is also written above the pictures.
- You have three minutes to complete this task (or four minutes if you're in a group of three).

1 Focus on Interactive Communication Developing a discussion

1a  **11** Look at the pictures on page C1. Listen to two candidates, Dino and Chen, doing the initial focus task. Which two pictures are they talking about? Do they listen to each other? How do you know?

1b Match the assessment criteria for Interactive Communication (1–3) with the correct explanation (a–c).

Interactive Communication	What does this mean?
1 Interacts with ease, linking contributions to those of other speakers.	a Develops and broadens the discussion. Proactively involves the other candidate(s) with a suggestion or question about further developing the topic.
2 Widens the scope of the interaction.	b Refers to things the other candidate(s) said earlier in the discussion.
3 Negotiates towards an outcome.	c Works together to make a decision, taking into account what they both have said during the discussion.

Tip! Developing a discussion is more than simply agreeing, disagreeing or adding another point. It involves asking questions or making suggestions that take the discussion further or in a different direction.

1c  **12** Listen to Dino and Chen doing the main decision-making task. Put a tick (✓) in the table next to the things that they do.

	Dino	Chen
Develops the discussion by adding new ideas.		
Asks questions to broaden the discussion.		
Refers to things the other said earlier in the discussion.		
Guides the conversation towards making a decision.		

1d  **12** Listen again and write examples in the table in Exercise 1c of how the students demonstrate the different aspects of Interactive Communication.

2 Useful language Developing the discussion

2a Write the phrases from the box in the correct columns in the table. Can you add more phrases to the table?

I liked what you said about ... So, shall we go with this one? Let's recap.
Going back to what you said about ... Looking at this another way ... Should we also consider ...?

Developing the discussion	Referring to what others said earlier	Negotiating towards a decision

2b Look at the pictures on page C2 and complete the decision-making task below. Remember to use some of the phrases from Exercise 2a to boost your Interactive Communication.

Interlocutor Thank you. Now look at all the pictures.

I'd like you to imagine that a podcast for college students is releasing an episode on the theme of confidence. Here are some of the pictures they are considering for their social-media campaign.

Talk together about how important these aspects of confidence might be to college students, then choose the best image to advertise the podcast.

You have about three minutes to talk about this.
(4 minutes for groups of three)

Candidates

🕒 3 minutes
(4 minutes for
groups of three)

Interlocutor Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet.

Remember!

You can change your mind about something you've said. This shows your ability to acknowledge, evaluate and respond to your partner's suggestions. Use phrases like *You could be right about that; Actually, I'm not sure that ... is ... after all; Now I come to think of it, perhaps ...*

Tip! Don't just describe what you see in the pictures. You need to show your ability to speculate, evaluate, compare and give opinions.

Tip! You might find you don't have enough time to reach a decision. That's fine, as long as you are working towards a decision when the examiner stops you.

- 1  13 Look at the exam instructions and the pictures on page C3. Then listen and complete the exam task. Record yourself speaking if possible.

Part 1 (approximately 4 minutes / 6 minutes for groups of three)

1 Photo exhibition – individuality

Interlocutor Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

*Place **Part 2** pictures on page C3 in front of the candidates.
Select **two** of the pictures for the candidates to look at*.*

First, I'd like you to look at pictures * and * and talk together about what the people might be thinking.

You have about a minute for this, so don't worry if I interrupt you.
(2 minutes for groups of three)

Candidates

 1 minute
(2 minutes for groups of three)

Interlocutor Thank you. Now look at all the pictures.

I'd like you to imagine that an art college is putting on a photo exhibition about individuality. These are some student submissions for the exhibition.

Talk together about what message the photographers are trying to convey to the college students about individuality in these pictures. Then choose one image to appear on the poster advertising the exhibition.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates

 3 minutes
(4 minutes for groups of three)

Interlocutor Thank you.

- 2  14 Listen to the sample responses and compare them to yours.

- 3 Think about these questions.

- How easy was it to do this task in the time available?
- What do you think you did well? Why?
- What would you do differently next time?

Advice

The examiner will tell you the context for the decision-making task, and it is also written on the image sheet. Here, the target audience of college students is important. Make sure you discuss how relevant each photographic portrayal of individuality would be to a student audience.

Task information

- An individual long turn followed by a discussion with the other candidate.
- **Long turn:** Each candidate is given a written question to respond to. You need to speak for about two minutes.
- The interlocutor might use gesture or eye contact to encourage you to speak for longer. They will say *Thank you* to signal when to stop.
- After your long turn, the interlocutor will ask the other candidate a question on the same topic. Then, they will ask you what you think or if you agree with your partner.
- **Discussion:** The interlocutor will say: *To finish the test, we're going to talk about [the topic] in general.* They then ask some further questions, leading to a discussion on a general theme related to the topics already covered in Part 3.
- In the discussion, the interlocutor may or may not ask you the question by name, so you can take it in turns with the other candidate(s) to be the initial responder.
- Part 3 lasts about ten minutes in total (15 minutes for a group of three candidates).

Tip! Don't switch off when you finish your long turn. You need to listen to the follow-up question and your partner's answer so that you can respond to it.

Tip! Listen carefully to your partner during their long turn so you are ready to respond to the interlocutor's question.

Remember!

You're asked to talk in general in this part of the exam. Use phrases such as *In most cases ...*, *People tend to ...*, *On the whole ...*, *It's often the case that ...* to generalise.

1 Focus on Grammatical Resource and Lexical Resource

- 1a**  ¹⁵ Listen to a C2 Proficiency Speaking examiner giving a talk to students about how to improve their score in Grammatical Resource and Lexical Resource. Complete the notes in the table.

How to improve your score in Grammatical Resource and Lexical Resource	
Things to do	Things to avoid
Show what you can do – use a range of language. Be accurate.	

- 1b** Look at the question and prompts for the Part 3 long turns on page **C4**. Make a mind map of vocabulary you could use to answer the question with reference to the prompts. Make sure you're thinking about less common vocabulary and precise words and phrases.
- 1c**  ¹⁶ Listen to extracts from two candidates, Bilal and Aisha, doing a Part 3 long turn. Tick (✓) the items on your mind map if you hear them.

Tip! Use an online dictionary or thesaurus to search for C2-level alternatives to words you already know. To ensure you use these new words and phrases correctly, enter them into an online English language corpus and find examples in context. Record, memorise and practise using new words and phrases when you speak.

1d  ¹⁶ Listen again and choose the best response.

Bilal

- 1 He uses *a wide range (variety) of / a range of / mostly quite simple* grammar, e.g. different tenses, conditionals.
- 2 He *uses / doesn't use* difficult, complex grammar, e.g. different tenses, conditionals.
- 3 He makes *no / a few / quite a lot of* mistakes with grammar.

Aisha

- 4 She uses *a wide range (variety) of / a range of / mostly quite simple* grammar, e.g. different tenses, conditionals.
- 5 She *uses / doesn't use* difficult, complex grammar.
- 6 She makes *no / a few / quite a lot of* mistakes with grammar.

1e  ¹⁷ Who do you think scored higher for Lexical Resource and Grammatical Resource? Why? Listen and compare your ideas to the examiner's comments.

2 Useful language Complex language

2a Match the examples of complex grammar and vocabulary in bold (1–6) with the headings in the table below. Write more examples under each heading.

- 1 *In terms of legislation, **it's a minefield**.*
- 2 *Sometimes you need to **clamp down on** bad behaviour before it becomes too much of a habit.*
- 3 *If **teenagers aren't consulted**, it could well lead to a widening of the generation gap.*
- 4 ***Thinking about this another way**, perhaps it should be the government who supports teachers with specialist training on conflict resolution.*
- 5 ***Newly qualified teachers who haven't had much experience of dealing with conflict** can find these situations particularly difficult.*
- 6 ***On no account** should teachers be allowed to treat children unfairly.*

Tip! Watch the C2 Proficiency videos on the Cambridge Exam Preparation website and notice C2-level grammar and vocabulary highlighted in the examiner's comments. Try to use similar language when you speak.

Participle clauses	Inversion	Conditionals
Multi-word verbs	Relative clauses	Idioms

 C2 learners can make mistakes with defining relative clauses by omitting *who*: We see a lot of people **who** do not have large amounts of money but are always happy.



C2 learners can make mistakes when using the second conditional by using the wrong tense in the if clause: *If I ~~going~~ **went** abroad, I would have to look for a place to live.*

Learners may also use *when* instead of *if*: ~~When~~ **If** you would have told me earlier, I could have helped you.

2b Look at these extracts from different Part 3 discussions (after the long turn). They are very good in terms of accuracy, but could incorporate more complex language at C2 level. Suggest ways of improving each utterance.

- 1 **Bilal:** *If the global temperature keeps rising, we're going to see a big increase in natural disasters. There will be more droughts, more floods and stronger storms.*
- 2 **Aisha:** *Kids need to know how to get their message across, how to work hand in hand with others, and how to keep their emotions in check.*
- 3 **Nio:** *Plastic waste is a big threat. It damages marine ecosystems worldwide.*
- 4 **Javier:** *Regular exercise can reduce the impact of stress. It brings the most benefits to university students, working parents and grieving people.*
- 5 **Andrea:** *Electric cars are a good idea, but most people won't buy them because they're too expensive.*
- 6 **Trang:** *Most people are not aware of all of the dangers of sharing a lot of information online.*
- 7 **Eva:** *Everyone should learn two foreign languages at primary school. Then, maybe school leavers could get better jobs.*

2c  ¹⁸ Listen and compare your answers.

2d Write down the question you think each candidate in Exercise 2b was answering.

2e Ask and answer the discussion questions below, from the final section of Aisha and Bilal's Speaking test. The questions are on the topic of the future. Record yourself speaking if possible.

- Why do some people try to predict the future?
- Some people say that advancements in technology are lowering people's own intelligence and this will only get worse in the future. What do you think?
- To what extent is it possible to prepare for future possibilities?
- In your view, is the world becoming a fairer place?

Tip!

In this part of the test, you'll need to listen carefully to what your partner says so you can refer to what they say.



When speaking about the future, some C2 Proficiency students use *would* instead of *will*: *The decision that you will reach ~~would~~ **will** be the right one.*

Learners may use *can* instead of *will*: *I hope my suggestions ~~can~~ **will** be considered.*

Learners may use *have* instead of *will have*: *I hope offering these activities will attract new members to our college and we ~~have~~ **will have** the chance to help people achieve their goals.*

2f Use the checklist below to assess your own answers. For each area, choose a number you feel represents your performance (1 = did not do this at all, 5 = did this very well).

Answered the question	1 2 3 4 5	Used complex language	1 2 3 4 5	Made very few mistakes	1 2 3 4 5
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Test 1 Exam practice

Speaking Part 3

- 1 Look at the exam instructions below and the questions and ideas on page C4. Practise answering the questions, following the suggested time. Record yourself speaking if possible.

Part 3 (approximately 10 minutes)

1 Ethical consumerism

Interlocutor

Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

A

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place **Part 3** prompt card **Task 1(a)** from page C4, in front of Candidate A.

Please let (Candidate B) see your card. Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate A

⌚ 2 minutes

Interlocutor

Thank you.

Interlocutor

Ask **one** of the following questions to Candidate B:

- What are the impacts of buying too much?
- Do you think people's shopping habits change as they get older? (Why? / Why not?)
- Is it important to you to have the latest technology? (Why? / Why not?)

Invite Candidate A to join in by selecting one of the following prompts:

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

Candidates

⌚ 1 minute

Interlocutor

Thank you.

Task 1(a)

What factors influence the choices consumers make when buying different products?

- price
- advertising
- peer pressure

Tip! Keep glancing at the question on the task card to keep your answer focused. You can use the prompts if you want, but add your own points to show how you can develop ideas.

Interlocutor Now (Candidate B), it's your turn to be given a question. Here is your card.

Place **Part 3** prompt card **Task 1(b)** from page C4, in front of Candidate B.

B

Please let (Candidate A) see your card. Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate B

 2 minutes

Interlocutor Thank you.

Interlocutor Ask one of the following questions to Candidate A:

- Is it always better to buy local?
- How can culture influence people's approach to ethical shopping?
- How important is it for you to know about the ethical practices of companies you buy products from?

Invite Candidate B to join in by selecting one of the following prompts:

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

Candidate

 1 minute

Interlocutor Thank you.

Task 1(b)

How easy is it to make ethical consumer choices?

- researching ethical companies
- availability of ethical products
- motivation to shop ethically

Interlocutor
 up to 4 minutes

Now, to finish the test, we're going to talk about 'ethical consumerism' in general.

Address a selection of the following questions to both candidates:

- **Does the rise of ethical consumerism risk placing too much moral responsibility on individuals rather than on governments or companies? (Why? / Why not?)**
- **Is ethical shopping only available to people with a high income?**
- **What role should education play in helping children become ethical consumers?**
- **Can virtue-signalling have any positive impacts? (Why? / Why not?)**
- **Can large corporations ever be genuinely ethical, or are their efforts always compromised by economic interests?**
- **What does it mean to live a good life in the 21st century?**

Interlocutor **Thank you. That is the end of the test.**

2  **19** Listen to the sample responses and compare them to yours.

3 Think about these questions.

- What do you find easy or difficult about Part 3?
- What did you do well?
- Where can you improve?

Advice

- The examiner might not address you by name, so be ready to initiate the discussion.
- The examiner will cut you off two minutes into your long turn. If you stop speaking earlier and the examiner says nothing, it's a sign you should continue to speak.

Remember!

Examiners are trained to ensure all candidates get enough opportunities to speak and demonstrate their level, even if there is a stronger student.

Tip!

Watch a real C2 Proficiency Speaking test on the Cambridge Exam Preparation website. Look at the examiner comments to help you understand what the candidates did well and where they can improve.

Review

Answer the questions about Reading and Use of English Part 1. If you need help, read the Task information on page 10.

- 1 Are the gaps always single words?
- 2 Are the words in the gaps always either verbs or nouns?
- 3 Is there only one correct answer for each gap?
- 4 If I'm not sure, can I give two possible answers?
- 5 Are some of the missing words part of idiomatic expressions and other fixed phrases?
- 6 Do I need to read the whole text before I start choosing my answers?

1 Useful language Identifying complementation: prepositions

1a Choose the correct words to complete the sentence.

- 1 If you join this club, you have to with the rules.
 A follow B abide C comply D adhere
- 2 We'd be grateful if cyclists would from leaning their bikes against the shop window.
 A refrain B avoid C stop D cease
- 3 John has a tendency to too heavily on one website for information.
 A refer B rely C consult D resort
- 4 I'm going to on everyone checking their own work in future.
 A expect B suggest C insist D instruct
- 5 It seemed unfair that Eli was of doing something he hadn't done.
 A arrested B punished C blamed D accused
- 6 The storm in a number of roads being closed to traffic.
 A caused B resulted C led D meant

1b Look again at the incorrect options for each question. Would you use a preposition after these words? If so, which one would you use? Are there other grammatical changes you would need to make?

Tip! Always read the whole sentence to check the grammar, because a word and its dependent preposition may be separated by other words in the sentence.

2 Useful language Choosing the right word in fixed phrases

Choose the correct options to complete the sentences.

- 1 Although he found it hard to accept at first, Phil has now *got / come / settled* to terms with not getting the job.
- 2 Given the strength of the wind, the group decided to *remain / keep / stay* put in the cabin until the storm had passed.
- 3 I'm no expert, but Rachel keeps me in the *loop / chain / pack* as far as new developments in AI are concerned.
- 4 I was asked *how / where / whether* I stand on the issue of more staff working from home.
- 5 When it comes to finding interesting guest speakers, Helen really has her *finger / eye / mind* on the pulse.
- 6 Grace will be disappointed to hear the news, so break it to her *softly / kindly / gently*.
- 7 *Instead / Far / Contrary* from welcoming the plan to build a new supermarket, local residents came up with various objections to it.
- 8 Although she was feeling rather daunted by the prospect of the meeting, Mel decided to put a *strong / hard / brave* face on it.

Tip! When you're reading or doing practice tasks, keep a note of useful expressions and phrases that you find.

Questions 1–8

For each question, choose the correct answer.

Mark your answers **on the separate answer sheet**.

The healing power of soup

For generations, soup has been a go-to remedy for people suffering from the symptoms of colds and flu. This reflects a strong belief in the value of food as a means of self-care – where food is used not **1** for nourishment, but as an integral part of managing illness and promoting recovery. Whatever the actual ingredients, foods like soup can be seen as symbolising care, routine and reassurance. Parents in particular turn to these traditional remedies as a first **2** of defence when illness strikes, often in **3** to seeking professional medical advice.

What's more, there appears to be some scientific support for such beliefs – **4** in the case of respiratory infections. One study found that eating soup **5** up recovery by as much as two days, **6** by a noticeable reduction in symptoms such as nasal congestion, sore throat and fatigue. Unfortunately, no studies have examined the **7** to which consuming soup affects other outcomes, like working days lost or hospital admissions. That's a major **8** in the evidence that future research needs to address.

- | | | | | |
|----------|---------------------|-------------------|-----------------------|----------------------|
| 1 | A barely | B solely | C scarcely | D singly |
| 2 | A line | B route | C position | D course |
| 3 | A preference | B advance | C favour | D alternative |
| 4 | A as far as | B even so | C by all means | D at least |
| 5 | A hastened | B speeded | C accelerated | D quickened |
| 6 | A associated | B combined | C accompanied | D connected |
| 7 | A extent | B level | C amount | D scope |
| 8 | A blank | B lack | C gap | D loss |

Advice

- 1 All of these adverbs express negative ideas related to extent or number, but only one of them can be followed by the preposition *for* to create the meaning 'only'.
- 2 The correct option is a noun which forms a fixed expression with *of defence*.
- 3 Only one of these nouns can be followed by the preposition *to*.
- 4 Which of these adverbial phrases can be used after *in the case of* to stress that something is an example, not a general rule?
- 5 All of these verbs talk about something going faster, but only one of them makes a phrasal verb with *up*.
- 6 Only one of these words can be followed by the preposition *by*.
- 7 These words all express the idea of 'how much', but only one of them can be followed by the phrase *to which* to create this meaning.
- 8 These nouns all express the idea of something missing, but only one of them can be followed by the preposition *in* to collocate with the noun *evidence*.

Tip! Look carefully at the options for each question and eliminate those you know are incorrect

Tip! Sometimes only one option is correct grammatically, so look closely at words such as prepositions before or after the gap.

Test 2 Training

Reading and Use of English Part 2

Review

Answer the questions about Reading and Use of English Part 2. If you need help, read the Task information on page 14.

- 1 Is this task testing my knowledge of vocabulary?
- 2 What type of words are usually gapped?
- 3 Can some gaps be filled with contracted forms?
- 4 Is it a good idea to read the whole text before starting to fill the gaps?
- 5 If there are two possible answers, e.g. *if* / *when*, should I put them both?
- 6 Is it OK to use US spellings?

1 Useful language Relative pronouns

Complete each gap with an appropriate relative pronoun.

- 1 A number of students came to the barbecue, some of I hadn't met before.
- 2 He's the man photograph has just won first prize in a competition.
- 3 Fortunately, I had a map, without I'd never have found the house.
- 4 This is the building in I lived as a student.
- 5 This is the road Sally used to live as a child.
- 6 My brother, a friend of was born there, is keen to visit Sri Lanka.
- 7 Just over there is the hospital I was born.
- 8 There were hundreds of entries in the photography competition, some of were breathtaking.
- 9 That's the woman dog can do tricks with a ball.
- 10 The audience, many of had come a long way to see the star, were very disappointed.

2 Useful language Phrasal verbs and set phrases

Complete each gap with part of a phrasal verb or set phrase.

- 1 By all help yourself to some bread if you'd like some.
- 2 I can't thank you for all your help.
- 3 Do you intend to ahead with the meeting despite the weather?
- 4 In probability, the event will have to be cancelled due to illness.
- 5 Eleanor takes her mother in both looks and temperament.
- 6 Brian has been asked to stand for his boss while she's away on leave.
- 7 Rob tends to fall on his old friends when times are hard.
- 8 Davina was never brave enough to go her parents' wishes.

3 Choosing the correct word

Read the text and choose the correct word. Think about why the incorrect word is wrong.

Tip! Sometimes you need to re-read the passage to follow the line of argument across sentences.

Smell: The neglected sense

Although I'm not normally a fan of lotions and potions, there are currently four small bottles on my bedside table. Twice daily, night and morning, I open and sniff each one **1** *by / in* turn, savouring the scents **2** *as / given* they hit my nostrils. First, the sharp tang of lemon, followed



3 *up / by* the abrasive chill of eucalyptus and the sweetness of rose. My new routine – training **4** *what / that* is, for most of us, a neglected sense – was inspired by some striking research linking the sensitivity of the nose **5** *to / by* cognitive performance. For one thing, studies have shown that the worse the sense of smell is, the worse somebody is likely to perform in cognitive assessments. What's more, **6** *therefore / however*, olfactory dysfunction as it's known has now been associated with more than one hundred health conditions, mostly as a symptom, **7** *moreover / but* in some cases possibly also as a cause.

Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.
Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Advertisement: Guided walking tour

Why not sign up for our three-day walking tour of the Bannau Brycheiniog National Park in Wales? Whilst there, you'll be in the capable hands of expert guides

9 knowledge of the local landscape and ecology is second to 10 One of the highlights of the trip is a six-kilometre 'Deep Time Walk', during 11 each metre walked represents a million years of time. This walk includes a visit to extensive underground cave systems with rock formations shaped by powerful geological forces. So, you'll get insights into a story millions of years 12 the making.



As 13 that wasn't enough, the park also benefits from International Dark Sky Reserve status, 14 to the relatively low levels of light pollution. This means that distant constellations and galaxies are revealed in 15 their glory on cloudless nights.

And in 16 you're wondering about accommodation, far from roughing it, you'll stay in a comfortable hotel offering a revitalising spa in addition to a good restaurant and well-appointed rooms.

Advice

- 9 This gap can be filled with a relative pronoun.
- 10 You're looking for word to complete the common expression meaning 'the best'.
- 11 The word you need combines with *during* to connect the two parts of the sentence.
- 12 Which preposition completes this common expression?
- 13 The word you need here combines with *as* to create a hypothetical idea.
- 14 You need a word here that gives the idea of cause and result.
- 15 The missing word is part of a fixed phrase used for emphasis.
- 16 You're looking for a word that combines with *in* to set up a hypothetical scenario.

Tip! Read the sentences before and after the gap to check your answers make sense.

Tip! Make sure you spell the words correctly.

Tip! If you get stuck on one question, move on to the next one. You may have a better idea if you go back to it when you have completed the whole text.

Review

Answer the questions about Reading and Use of English Part 3. If you need help, read the Task information on page 17.

- 1 How many changes do you usually have to make to the base word?
- 2 Do you sometimes have to add both a prefix and a suffix?
- 3 Is it possible to leave the word unchanged?
- 4 Is one answer always a negative prefix?
- 5 Are the answers ever compound words?
- 6 If I'm not sure how to spell the word, can I give alternatives?

Tip! Look at the words before and after the gap and think about the meaning of the whole sentence. Check carefully for whether nouns are singular or plural and whether adjectives carry a positive or negative meaning.

1 Useful language Identifying the type of word that is missing

- 1a** Read the text below and decide what type of word is needed in each gap – a noun, verb, adjective or adverb. How do you know?

The benefits of solitude

Some people associate solitude with feelings of loneliness, which is often **1** as a negative experience. But recent research suggests that if people choose to be on their own, then solitude can lead to **2** wellbeing. It does this, they suggest, by **3** certain fundamental human needs. For example, solitude can help people feel that they have a degree of **4** – that they're not **5** reliant on others for everything. But somewhat **6**, it may also help to promote a feeling that they're good at what they do and make a **7** to the community in which they live, even in the **8** of face-to-face interaction. While such feelings are certainly experienced during **9** interactions, the researchers suggest that they can be cemented and **10** by moments of silent reflection.

- 1b** Use words from the box to form words that fit in the gaps in the text in Exercise 1a.

absent contribute depend emotion force fulfil surprise regard society whole

2 Useful language Checking the spelling of words

In each of the following sentences, there is a misspelled word. Underline the word and write the correct spelling.

- 1 A full-time caretaker looks after the maintenance of the building.
- 2 The group decided that they would definately like to repeat the experience.
- 3 Students are responsible for making their own arrangements regarding accommodation.
- 4 I found the novelist's latest work much more readable than some of her previous ones.
- 5 It is necessary to fill in a feedback questionnaire after successful completion of the course.
- 6 The degree ceremony was preceeded by a long speech from the college principal.
- 7 Rob denied that his dog had ever behaved aggressively towards other animals.
- 8 The forecast suggests that the weather is entering a rather changable phase.
- 9 Nobody could have predicted that such a minor error would have such disasterous consequences.
- 10 Piera realised that she must have lost consciuosness briefly at the time of the accident.

Questions 17–24

Read the text below. Use the word given in CAPITALS on the right to form a word that fits in the gap. Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Information overload

A recent survey found that the vast majority of 12-year-olds in the UK have a smartphone. The finding sparked heated online debate about the desirability of allowing this age group to use such devices.

Some people argued that **17** screen time represented a threat to health and wellbeing, whereas others maintained that any potential downsides were **18** by the benefits of kids keeping in touch with parents and support **19**

One rarely discussed aspect of **20** smartphones use, however, is the notion of information overload. One of the fundamental laws of nature – the second law of thermodynamics – comes into play here. It states that, over time, order is replaced by disorder, and information is **21** by ‘noise.’

Each innovation that makes communication easier allows more information to be shared, but inevitably, the quality of that information suffers. Material is shared **22** of how engaging or worthwhile it is. The result is noise – a wall of **23** information that the mind can’t process and absorb **24** This, arguably, represents the real threat to young minds.

Keyword List

- 17 EXCEED**
- 18 WEIGH**
- 19 NET**
- 20 SPREAD**
- 21 SHADOW**
- 22 REGARD**
- 23 FILTER**
- 24 EFFECT**

Advice

- 17** You need to make an adjective out of this noun which means ‘too much’.
- 18** You need to add a prefix to this word to make a verb in the passive.
- 19** You need to make a compound noun here.
- 20** Add a prefix to this word to form an adjective.
- 21** You need to make two changes to this word to make a verb in the passive.
- 22** Add a suffix to form a word that can be followed by the preposition *of*.
- 23** Add a prefix and a suffix to this word to form an adjective.
- 24** You need to add two suffixes to make an adverb from this word.

Tip! Look carefully at the sentence around the gap. It can tell you what form the word needs to take and whether it is singular or plural, positive or negative, etc.

Tip! Remember, you always need to make changes to the base word – the correct answer is never ‘no change’ or simply adding a plural *s*.

Tip! Check that you’ve spelled all the words correctly.

Review

Answer the questions about Reading and Use of English Part 4. If you need help, read the Task information on page 20.

- 1 Does this task test knowledge of grammar or vocabulary?
- 2 Do the two sentences need to have exactly the same meaning?
- 3 Can I change the form of the key word?
- 4 Can I use contractions in my answer?
- 5 Is a word with possessive 's one word or two?
- 6 What should I do if my answer is too long?

1 Useful language Negative inversion

In each of the following examples, sentence A has standard syntax, whereas sentence B is an example of negative inversion. Complete sentence B with the missing words.

- 1 A Tom could only reach the top shelf by standing on a chair.
B Only by Tom reach the top shelf.
- 2 A Students should not use the staff car park under any circumstances.
B Under students use the staff car park.
- 3 A The reception desk should be staffed at all times.
B At no time unstaffed.
- 4 A Although he tried very hard, Kit couldn't get the machine to work.
B No matter, Kit couldn't get the machine to work.
- 5 A Grace couldn't be persuaded to accept the prize, whatever her friends said.
B Nothing to persuade Grace to accept the prize.

2 Useful language Gerund and infinitive

For each sentence in A–F, decide which is the correct verb form: gerund, infinitive or either.

- A 1 Gareth didn't intend *to go* / *going* to the party.
2 Gareth had no intention *to go* / *of going* to the party.
3 It wasn't Gareth's intention *to go* / *going* to the party.
- B 1 A wearable device sets out *to monitor* / *monitoring* aspects of your health.
2 A wearable device is one way *to monitor* / *of monitoring* aspects of your health.
3 A wearable device gives you the chance *to monitor* / *monitoring* aspects of your health.
- C 1 The scientists delayed *to publish* / *publishing* their findings until they had more data.
2 The delay *to publish* / *in publishing* the scientists' findings was due to insufficient data.
- D 1 Jan can't recall *to receive* / *receiving* a letter from the company.
2 Jan has no recollection *to receive* / *of receiving* a letter from the company.
- E 1 You risk *to lose* / *losing* your electricity supply if you fail to pay your bill.
2 Failure to pay your bill puts you at risk *to lose* / *of losing* your electricity supply.
- F 1 Penny recommends *to go* / *going* to the gym twice a week.
2 Penny's recommendation is *to go* / *going* to the gym twice a week.

Questions 25–30

For each question, complete the second sentence so that it means the same as the first, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

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

- 25** The first person crossing the finishing line may not be the overall race winner.

NECESSARILY

Whoever the overall race winner.

- 26** In the event of cancellation of the match, ticket holders get a full refund.

ENTITLED

If the match to a full refund.

- 27** Their lawyer's advice was that the band shouldn't sign the contract.

AGAINST

The band was by their lawyer.

- 28** Paul tried very hard to open the box, but found it impossible.

SUCCEED

No matter in opening the box.

- 29** Georgina was always extremely proud of what she had achieved as a campaigner.

GREAT

Georgina always achievements as a campaigner.

- 30** After receiving the invitation, Eleanor couldn't decide what to do – should she accept it?

MINDS

Eleanor or not to accept the invitation she received.

Tip! Count the number of words in your answer – and don't forget that contractions count as two words.

Tip! After deciding on your final answer, read the second sentence again with your answer in place to be sure that it has exactly the same meaning as the input sentence. Have you included all the ideas? Have you added any information or ideas which aren't there?

Tip! Always check that you have spelled words correctly.

Advice

- 25** What verb form is used after *whoever*?
26 You need to use a modal verb with *entitled* to complete the conditional sentence.
27 You need to use the passive voice here.
28 The key word comes in the second part of the sentence – what preposition is used after it?
29 You need to form a common collocation with a verb and the noun form of *proud*.
30 This item tests a common expression that means 'unable to decide'.

Review

Answer the questions about Reading and Use of English Part 5. If you need help, read the Task information on page 23.

- 1 Do the questions follow the order of the text?
- 2 Do the questions use the same words as the text?
- 3 Should I read the text in detail before I look at the questions?
- 4 How long should I spend reading the A–D options?
- 5 Is it possible to underline the answer to each question in the text?

1 Useful language Understanding attitudes and feelings

1a Use one word from the box to fill the gap in each sentence.

ambivalent	appreciative	complimentary	condescending	cynical	defensive		
earnest	hostile	indecisive	indignant	judgemental	receptive	respectful	sceptical

- 1 Although there was plenty of evidence to support the scientists' claim, Clara wasn't wholly convinced that they'd reached the correct conclusion.
Clara's attitude could be described as
- 2 The atmosphere at the venue wasn't what you'd call welcoming, and some people in the audience began heckling the comedian before she'd even started talking.
The audience could be described as
- 3 Pat was eternally grateful for the support he received from friends and colleagues following his accident.
Pat can be described as of his friend's support.
- 4 The director has very clear ideas about what constitutes correct behaviour and is quick to reprimand anyone who fails to live up to his standards.
The director's attitude could be described as
- 5 Debra really took exception at the suggestion that she wasn't telling the truth and made her feelings known in no uncertain terms.
Debra could be described as feeling
- 6 The football coach wasn't very quick-thinking and often struggled to make his mind up when faced with difficult choices.
The coach could be described as

- 1b** Read the extracts 1–3 and choose the option (A, B or C) that best describes the writer's attitude in the situation described.

Extract 1

More than a decade ago, I moved from Liverpool to London to study and work. Countless times during this period, people would say to me: 'You've not lost your accent.' It always struck me as an odd phrase, as if the pronunciation of words could somehow fall down the back of the sofa. 'And why should I?' I'd reply, making it clear that they'd touched a nerve.

- A indignant
- B defensive
- C hostile



Extract 2

So, I looked into whether you really can lose an accent and, more importantly, why would you want to? Research suggests that accent discrimination has a significant impact on people's experience in education and the workplace, and therefore on overall social mobility. So, I guess there might be an unconscious process of assimilation going on, even if we're not aware of it.

- A ambivalent about an idea
- B sceptical about an idea
- C receptive to an idea

Extract 3

According to linguists, we learn most of our vowel and consonant sounds as children, and the ability to learn new sounds tapers off around puberty. Most people will use a spectrum of sounds as they 'code switch' between different social settings – and I can see they have a point. On the phone to Mum, my 'g' sounds will tend to disappear and I will sound more like someone from Liverpool, but in a meeting with my boss that doesn't happen. So, have I lost my accent? Maybe.

- A undecided about an issue
- B swayed by an argument
- C alarmed by some evidence

- 1c** Look back at Exercises 1a and 1b and underline any new vocabulary or idiomatic expressions you have learned. Make a note of their meaning and the context in which they are used.

Questions 31–36

Read the article written by a freelance translator. For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

Why are Americans obsessed with genealogy?

October is National Family History Month in the USA, an apt moment to ponder why the nation seems to have become consumed by genealogy. A hobby that until quite recently was principally associated with courthouse clerks and dusty microfilm reels has burgeoned into a cultural phenomenon, fuelled by the development of databases and other sophisticated digital tools and driven by a relentless fascination with 'who we really are'. Genealogical subscription services are big business, and just a few decades into recreational DNA testing for ancestry, 35 million people had taken a test to match them to genetic relatives and predict which corner of the globe their genes hail from. The majority of these testers are USA-based. Recent financial news underscores the rising value of both family history research and consumer genomics, with an investment group acquiring a majority stake in one of the market leaders.

As I discovered in researching my book *The Lost Family*, the American impulse toward genealogical inquiry has long been in tension with itself. The historian François Weil traces the early history of genealogy in the USA to an obsession with social rank, rendering the endeavour suspicious to many citizens of the newly founded democracy. But, in time, they warmed to it. Lineage research has sometimes been seen as a worthy middle-class endeavour, a tool to celebrate even those families boasting humble origins, although it effectively still served to separate people according to status, with those descended from elite European colonial families using it to justify and underscore their social rank. But in the late 20th century, the hobby began to shed some of that function, and the pursuit of family history became the means by which a broader, multicultural swath of Americans could understand themselves and their ancestors.

With the rise of the internet, genealogical subscription services and DNA testing, the USA became a nation of archivists, delving into the past to better understand themselves. I think of these Americans as seekers, and count myself amongst them. But what exactly fuels the desire to look backward? What are we seeking and what do we do with what we find? Many embark on their research not with a view to identifying lofty or historic forebears, nor to show that they descend from the country's early settlers, but rather out of curiosity. They search out of a sense of rootlessness. Time and assimilation have stripped families of the customs, language and cuisine of their ancestral homelands, and even where those might be has often become hazy in the mists of time. African Americans, meanwhile, may be blocked from knowledge of the past by the paucity of records about their enslaved ancestors. Even people who never much wondered about their family histories can stumble into an interest through the back door of recreational genetic testing, perhaps after purchasing a kit on a whim during a sale or being gifted one.

Human beings are natural born storytellers, and we each want to know how our personal narrative evolved over time, and what it can tell us. For some, genealogy has a way of making abstract history seem real, and they seek emotional support from it. But our ancestors' struggle to cope with whatever life threw at them can't be relied upon to provide lessons that will sustain us in the modern world. Mostly, however, what we're eager to see is if there exists a precedent for our proclivities and talents, an explanation for this nose or that auburn hair, a story behind a family's idiosyncrasies or the inter-generational habit of secrecy. In looking for patterns and explanations, we satisfy a need to create order out of chaos and find an echo of our own strengths and weaknesses.

But this, of course, is also the age of reckoning. In the seeking, sometimes we find that the truth about a family's history collides with family narratives. Sometimes, from a DNA test, a 51-year-old woman discovers she was adopted; or a man discovers that what he believed to be Sicilian descent is actually sub-Saharan African – and then begins a journey into the past and into identity with no turning back. Having written about these stories and many others in *The Lost Family*, I hear more with every email from someone whose life has been touched by this technology. With these stories, the truth is only the beginning of the journey. In an era that spells the end of closely guarded secrets, many of us are faced with profound surprises about ourselves and our families, answers to questions we never even realised we were asking.

- 31 In the first paragraph, the writer highlights how business interests in the USA have**
- A** succeeded in their aim of changing the image of genealogy.
 - B** responded to the possibilities created by technological advances.
 - C** struggled to satisfy growing demand for genealogy research tools.
 - D** concentrated their efforts on their home market and neglected others.
- 32 The writer makes the point that, in the past, 'lineage research' in the USA**
- A** mostly had the effect of reinforcing existing divisions within society.
 - B** was sometimes actively discouraged amongst certain groups in society.
 - C** was often used to create a false impression of the social standing of families.
 - D** generally only interested families descended from the country's early leaders.
- 33 In the third paragraph, the writer suggests that, for many people in the USA, genealogy**
- A** can develop skills that will prove useful in other contexts.
 - B** reflects a wish to prove their family's place in the country's history.
 - C** may represent a way of connecting with their deeper cultural origins.
 - D** is regarded as a leisure activity that is not taken particularly seriously.
- 34 In the fourth paragraph, the writer suggests that the outcome most people hope for from genealogy is that**
- A** some long-standing family mysteries can finally be solved.
 - B** they will recognise traits in ancestors that have passed down to them.
 - C** they will find strength in seeing how their ancestors overcame adversity.
 - D** the events of the past can help them to re-evaluate their current situation.
- 35 In the final paragraph, the writer is**
- A** explaining why some people come to regret investigating their family history.
 - B** warning us of some of the common frustrations when investigating family history.
 - C** questioning her own motivation for investigating the whole topic of family history.
 - D** suggesting the wider impact investigating family history can have on people's lives.
- 36 From the text as a whole, we understand that the writer feels**
- A** critical of some people's casual attitude towards genealogy.
 - B** keen to identify with those who pursue an interest in genealogy.
 - C** more interested in her own family history as a result of writing her book.
 - D** uncomfortable with the way people's interest in genealogy is being exploited.

Advice

31 You need to read the whole of the first paragraph to answer this question. All four options talk about the business side of genealogy, but which one matches what the writer says about this?

32 This question refers you to a term used in the text. This term is only found in the second paragraph, which focuses on the past. Find this term and read the text around it carefully to understand the point the writer is making.

33 The whole of the third paragraph is about this idea. Read it to understand what the writer is saying in general about why 'many people in the USA' are interested in genealogy.

34 This question refers you to the fourth paragraph and asks about a point of detail in the text. Read this paragraph carefully to be sure you understand which reason the writer marks out as the outcome that most hope for.

35 The options in this question have two elements: a verb that tells you what the writer is doing and another idea. Make sure that the option you choose matches the meaning of the text in both ways.

36 This question is asking you about the text as a whole and the writer's attitude. Look back at the text to find where the writer gives a personal view, or includes herself in the points made, rather than reporting events and ideas in a neutral, objective way.

Tip!

Start by skimming through the text quickly to get a broad idea of how it is structured and organised, and what arguments are being presented and discussed. Don't try to read the text in detail until you've looked at the questions.

Test 2 Training

Reading and Use of English Part 6

Review

Answer the questions about Reading and Use of English Part 6. If you need help, read the Task information on page 28.

- 1 Is the text always a narrative?
- 2 Why are there more options than gaps?
- 3 What's the best way to get into this task initially?
- 4 What type of words is it useful to highlight in the base text and options A–H?
- 5 What should I do when I've found all the answers?

1 Using vocabulary to link ideas

Look at this text. What idea earlier in the paragraph does each of the underlined sections refer back to or avoid repeating?

Weather apps

Have you ever consulted a weather app on your phone and been given misleading information? Maybe a trip to the beach was called off, but ¹the promised rain never materialised – or a barbecue was ruined by an unexpected ²downpour. Even meteorologists like me aren't immune to ³such frustrations. In ⁴these classic examples, it's usually unpredicted rain or snow we're talking about, although for farmers and growers, it could be the absence of ⁵such phenomena that ⁶try their patience.



Part of ⁷the problem is the unpredictable nature of summer ⁸showers, although our reliance on ⁹the software most readily available to download onto ¹⁰our devices is also ¹¹a factor. I'd be particularly wary of apps that give you daily forecasts for your local area for the next two weeks. ¹²This function implies a level of precision that simply isn't plausible, which explains why ¹³those predictions often get revised as ¹⁴the day in question approaches. Anyone who's ever tracked ¹⁵such updates will know what I mean.

TV meteorologists have the time and graphics to explain whether showers or more persistent periods of rain are likely. In ¹⁶both scenarios, there is a 50% chance of precipitation, which is all some apps are able to tell you. Even if the underlying data is robust, ¹⁷such vague predictions are often incorrect on a local level. But ¹⁸a cloudburst may only have missed us by a few kilometres. Given the wider context provided by ¹⁹the human forecaster, ²⁰that complete failure starts to look more like an acceptable margin of error.

Questions 37–43

Read the magazine article about the domestication of dogs. Seven paragraphs have been removed from the text below. For each question, choose the correct answer. There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

Tip! Look carefully at the words and expressions at the beginning and end of each paragraph in both the base text and the options. Underline any pronouns, linking expressions and key vocabulary items in both the base text and options.

How dogs were first domesticated

In 1881, the zoologist John Murdoch took part in an expedition to Point Barrow, Alaska, at the northernmost tip of the USA, to study meteorological phenomena and documented the nature and wildlife of the Arctic along the way. Whilst there, Murdoch witnessed a local Iñupiat family capturing two wolf pups and taking them back to camp. The family carefully fed and nurtured the pups, raising them to adulthood before killing them for their fur. Murdoch was observing an ancient tradition and one that might also hold the key to understanding how modern dogs, whose ancient ancestors were grey wolves, came to be domesticated.

37

Subsequently, curious humans went on to select and breed individuals from amongst that group – those with traits like docility and gregariousness – eventually giving rise to the modern dog species. Through this unguided and unintentional process, wolves scavenged their way to domestication. Or so the theory goes.

38

The more popular perception of dog domestication has therefore now been challenged. This was shaped in large part by the biologists Raymond and Lorna Coppinger, who wrote a series of highly readable books on the subject at the beginning of the 21st century. They based much of their argument on so-called ‘pariah’ dogs that prowl garbage dumps, feeding off leftovers and sometimes receiving direct aid from local people.

39

They provide the perfect analogue for wolves at the beginning of their domestication, or so the Coppingers argued. The idea they championed was that self-domestication occurred when humans transitioned from hunting and gathering to farming. This was when our ancestors became sedentary, living in larger groups and producing enough waste to attract wolves, in much the same way that pariah dogs are attracted to settlements today. This shift began, they suggested, around 12,000 years ago in the Middle East. But palaeontologists have now discovered around two dozen fossil specimens

dating back to a much earlier period in a range of locations across Eurasia.

40

In fact, genetic analysis of ancient canid DNA points to Southwest and Eastern Asia as the original centres of domestication. Although the exact dates aren’t as yet fully calibrated, it now seems clear that dogs emerged over 36,000 years ago in several locations independently. In other words, domestication long predates the transition from hunting and gathering to farming.

41

But this new argument also has its problems. For one, we know that Stone Age people were experts at using all kinds of animal resources and seldom left surplus waste, especially not close to where they were living. Besides, the practices of modern hunter-gatherers suggest that if our ancestors kept excess meat, they would have stored it away from scavengers on platforms or up in trees.

42

It was evidence like this that has turned scientists firmly away from the self-domestication model. It has become apparent that there are deep, consistent, almost structural barriers to self-domestication posed by the innate behaviour of wolves and the typical attitudes of traditional societies towards canids. Self-domestication might make sense for some other domesticated species, but not for large carnivores like this.

43

In other words, if people are willing to put in the work, they can handle practically any type of canid as a companion, says evolutionary biologist Raymond Pierotti at the University of Kansas, who has raised wolf pups himself. The key is to begin when they are still very young, exactly as the Iñupiat family observed by Murdoch were doing. Traditional communities in northern latitudes have long used wolf fur to line hoods, collars and other clothing, which was also the fate of the Alaskan wolves adopted by the Iñupiat in Murdoch’s record.

- A** An even bigger obstacle is research showing that wolves are often regarded as dangerous pests that represent a threat to the safety of children or other vulnerable members of society. There are documented instances of people killing wolves because they feel threatened by their presence.
- B** Attractive as it is, recent evidence has led many scientists to abandon the idea. If the revisionist thinking is correct, then humans, not wolves, were the driving force. What's more, this provides evidence that humanity has a deep and complex relationship with wild animals that was born long ago.
- C** For the past several decades, however, the prevailing hypothesis has been that the animals initiated the process themselves. Firstly, by wandering around the periphery of human settlements and feeding on rubbish tips, then over time, becoming accustomed to the presence of people with whom they formed mutually beneficial relationships.
- D** One clue pointing to the revised origin story comes from a growing understanding of wolf behaviour. Wolves are born blind and don't develop eyesight until they're about two weeks old. During this critical period, they're highly adaptable and able to habituate to humans, which means they can form an attachment to a human caretaker, allowing pups to be safely nurtured and making it less likely they will attack anyone in the future.
- E** Some supporters of the self-domestication idea have tried to salvage it by pointing out that palaeolithic hunter-gatherers killed large mammoths and herd animals like bison and deer, so they could have generated enough leftovers to attract and feed meat-hungry carnivores, including wolves.
- F** The dingo provides a clear illustration of what happens when small bands of mobile people adopt young wild canines but don't selectively breed them. Until recently, Aboriginal Australians regularly captured dingo pups and cared for them, but then let them go once they reached adulthood.
- G** These finds have a variety of physical characteristics that distinguish them from wolves, including weight and the shape and size of features like snout, palate and teeth. Such differences in morphology represent a changing body form that many scientists argue illustrates the budding signs of domestication.
- H** These ownerless animals survive largely on scraps scavenged from human settlements. They are thought to make up a majority of the species *Canis familiaris* worldwide and, according to some estimates, up to 70% of all dogs alive fall into this category.

Advice

37 In the first sentence after the gap, the writer uses the word *Subsequently*. The word refers back to the description of a process that begins in the missing paragraph. The process described in the paragraph describes a theory that is challenged by Murdoch's observations.

38 In the last sentence before the gap, the writer uses the phrase *Or so the theory goes*. This phrase suggests that the theory may have been challenged. So, you're looking for a word in the first sentence of a paragraph that can refer to *theory* and goes on to explain why it has been challenged.

39 In the first sentence after the gap, the writer uses the phrase *They provide the perfect analogue for wolves at the beginning of domestication*. Which missing paragraph describes a description of present-day animals?

40 The last sentence before the gap mentions specimens discovered by palaeontologists – you're looking for a reference to these in the missing paragraph.

41 The first sentence after the gap talks about *this new argument*. You're looking for an argument that includes the idea of *surplus* waste. Look for an option with a word that means this in relation to food waste.

42 The first sentence after the gap contains the phrase *evidence like this* that disproved something for the scientists. Which option includes such evidence?

43 The first sentence after the gap begins with the phrase *In other words*, indicating that ideas in the previous paragraph are going to be drawn together and summarised.

Tip! If you can't find the paragraph for one gap, move on to the other gaps. Don't leave any gaps blank.

Tip! When you've filled all the gaps, read through the whole text again and double-check that all the paragraphs now link together logically and all the references make sense.

Review

Answer the questions about Reading and Use of English Part 7. If you need help, read the Task information on page 32.

- 1 Do the questions follow the order of the text?
- 2 Do the questions use the same words as the text?
- 3 Should I read the text in detail before I look at the questions?
- 4 How long should I spend reading the question prompts?
- 5 Is it possible to underline the answer to each question in the text?

1 Useful language Reporting ideas from the text

Look at the text *Porridge champion*. In which section does the writer report each of the ideas 1–11? Underline the words and phrases in the text that are being reported.

- 1 achieving an unexpected result
- 2 a decision to make a more concerted effort
- 3 having a wrong assumption corrected
- 4 being reminded of something
- 5 outlining a selection procedure
- 6 being credited with an innovation
- 7 regretting a lack of clarity
- 8 developing a consuming interest
- 9 a wish to prove somebody wrong
- 10 embarking on a process of experimentation
- 11 undertaking some background research
- 12 a description of a chemical reaction

Porridge champion

A On a camping trip in Scotland, I passed a sign that read 'Welcome to the Home of the World Porridge Championship'. It triggered a vague recollection of seeing the competition on the news as a child. Porridge is something of a national dish in my native Scotland, but recent winners of the title had hailed from Sweden. When a Swedish friend started teasing me, saying: 'We're better at making porridge than you,' I thought: 'We'll see about that.' Two years later, I ended up entering the competition myself.



- B** The competition was set up in 1996 to raise the profile of Carrbridge and of porridge as a healthy food. Anyone can apply, but 30 competitors are then randomly picked from a ballot, as spaces are limited. There are two parts to the contest. The first involves making 'traditional porridge' using only three ingredients: water, oats and salt. Then, there's a speciality competition where you can make anything you like provided it contains oats. I used to think porridge was gloopy and bland, but I was mistaken. The variety of dishes people came up with was remarkable.
- C** The judges consider taste, texture, colour and seasoning, but unfortunately, they don't give feedback, so there's no knowing exactly what they're looking for. The first year I entered, I didn't get through the first round. Afterwards, I thought that if I put my mind to it, I could improve on that. So, I started trying out different blends of oats and salts and, last year, got to the final.
- D** By then, I'd caught the porridge-making bug. Ahead of the competition last year, I delved into the science. Oats are 60% starch, and apparently starch starts to go through a process called gelatinisation between 60°C and 92°C, where it absorbs water and becomes creamy. But beyond 92°C, it starts to burst, which creates a sort of wallpaper-paste texture. So I used a thermometer to keep below that – something of a first, I was told. Against all the odds, I walked away with the trophy.

Questions 44–53

Read the article in which four journalists give their views about a new radio station. For each question, choose the correct journalist. Each journalist may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Tip! Read the instructions in the task rubric and look at the title of the text. This will tell you the topic that you're going to read about.

Tip! Start by skimming through the text or texts quickly to get a broad idea of how the passage is structured and organised, and the arguments that are being presented and discussed.

The purpose of music

The launch of a new radio station called Soothtime has ignited debate about what music means to us. Four journalists give their views.

A

A flurry of articles has been prompted by the debate around a new radio station called *Soothtime*, which aims to mobilise classical music to 'enhance wellbeing'. The music it plays is designed to relax us; the station is promoted using wellness-inspired language, promising to provide an escape from the pressures of modern life. It's not that I doubt the power of music to affect us – my father practising classical guitar was the aural wallpaper to my childhood. Music was art, and wasn't art the point of it all, after all our basic needs are catered for? That idea led me to pursue a music curriculum and subsequent career as a music journalist. But a family crisis threw my relationship with music into sharp relief. All of a sudden, it started grating on my nerves, and I questioned how and why it mattered to me at all. Gradually, as I learned to care about it again, I started to wonder about the ways in which music might care for me in return. Clearly, I'm not alone in having such thoughts of late – the capacity of music to influence wellbeing and healing is having a cultural moment, and *Soothtime* is a manifestation of that.

B

Programming on *Soothtime* is light on chat, but heavy on slow orchestral movements. The schedule consists mostly of playlist-type pieces with no shortage of choral, piano and instrumental classics from the big names, only occasionally accompanied by a very limited selection of new music and composers from diverse backgrounds. The presenters often have psychology or mindfulness credentials – and above all, soothing voices. When I tune in, I find myself being encouraged to consider 'the grandness of the natural world' by an authoritative baritone against strains of undulating woodwind, majestic strings, sonorous horns. 'You breathe, as nature would have you breathe.' I can't quite shake the somewhat disquieting sensation that I'm settling in for a spa treatment. Mind you, I have nothing against either mindfulness or spas and would have no hesitation in lending support to any initiative that might get people to give unfamiliar music a try – especially classical, which after all has acquired an undeservedly fusty image of late.

C

Lots of things are relaxing – baths, for instance, or aromatherapy candles. Isn't music different? For me, the concern is that *Soothtime* seems to have its roots in the notion that music is only worthwhile insofar as it's useful for something else. Its detractors quite reasonably accuse it of selling out, of dumbing down, of anaesthetising listeners and of relegating classical music to the awful category of 'ambient'. But, if nothing else, it's prompted a timely rallying cry for the intrinsic value of music, music for music's sake. This debate is nothing new. People have long castigated the soporific properties of certain types of music. Enter bespectacled misanthrope Theodor Adorno, the critical theorist and composer who took the discussion to extremes in the mid-20th century, arguing that popular music was irredeemably compromised by being, well, popular. True music for Adorno turned its back on the market. The problem was that his 'true music' – the eye-watering dissonances of Schoenberg, Berg and Webern – was hardly easy to listen to.

D

I guess the very notion of *Soothtime* was going to get under my skin. I'm allergic to the suggestion that music needs to be attached to claims about something else to be worthwhile – be that its ability to make money, or to aid focus or productivity, or to optimise health. Can't it just be for its own sake? But then it can't be denied that listening to and playing music *does* seem to do us good. Daniel Levitin argues compellingly for its therapeutic benefits, noting that these properties have long been recognised by human cultures. We all already self-medicate with music, he points out, and most people know which type to reach for when they want to maintain or alter their mood. Where art-for-art's-sakers like me and the music-for-healing camps are increasingly finding common ground is in the idea that as a society we've lost sight of how important music is. Over the past decade, there's been a sharp decline in UK teenagers going on to study the arts, following a 'strategic priority' that puts more emphasis on analytical subjects in schools. But music isn't the icing on the cake of an existence dominated by science, technology and economics; it's an essential part of the mix. We are aural creatures, reverberating together.

Which journalist

agrees with fears that the station may encourage a superficial appreciation of music?	44
admits to having experienced personal doubts about the value of music?	45
argues that the idea behind the station is tapping into well-established beliefs?	46
implies that the station's output is largely unimaginative?	47
mentions identifying with a current trend in attitudes to music?	48
questions the validity of one individual's view of music?	49
sees the station as potentially helping to overcome certain preconceived ideas?	50
suggests there is a growing concern regarding how music is viewed by policymakers?	51
describes how listening to the station can feel disconcerting at times?	52
welcomes the discussions about music that the station has stimulated?	53

Advice

44 You are looking for a journalist who reports the negative views of others about this particular radio station, rather than other wider ideas, and uses language that shows agreement with them.

45 Which of the four journalists gives an account of a personal experience related to their attitude to music in general?

46 The word *argues* in the question tells you that you are looking for a journalist who is putting forward a personal point of view. Which journalist is providing evidence of *well-established beliefs* in giving an opinion?

47 The verb *implies* tells you that the journalist doesn't say this directly. Journalists A and B both tell us about the type of music the station plays, but which of them uses language that suggests the choice isn't always very imaginative?

48 All the journalists talk about current trends in attitudes to music, but which of them 'identifies with' a trend – in other words, it resonates with them personally?

49 Journalists A, C and D all mention individuals and their views on music. But which journalist doesn't agree with the individual's views?

50 Scan the texts to see which journalist mentions a preconceived idea or attitude towards a particular type or types of music.

51 Only one of the journalists refers specifically to a policy decision, but doesn't use these words. Look for which journalist makes this point in relation to society's attitude to music in general.

52 Look for words that describe a 'disconcerting' feeling – a feeling that something isn't quite appropriate and that makes you feel slightly uncomfortable.

53 All of the journalists talk about the wider debate about music that the new station has generated, but which of them uses a phrase that suggests that this has been a good thing?

Review

What can you remember about Writing Part 1? Answer the questions.

If you need help, read the Task information on page 36.

- 1 Do all candidates have to write an answer to the task in Part 1?
- 2 How long should the Part 1 essay be?
- 3 Does Part 1 only test the skill of writing?
- 4 What will you see in the exam which will form the basis of your essay?
- 5 How many key points will you be given to identify?
- 6 What should you include in your essay as well as a summary of key points?
- 7 In the exam, approximately how long should you allow for writing and checking your Part 1 essay?
- 8 What four aspects of your writing are included in the exam criteria that examiners will consider when marking your Part 1 essay?

Tip! Knowing in advance what you will be asked to do in each part of the exam will save having to spend time working this out on the day of the exam.

Tip! Having a clear understanding of what the examiners are looking for in the Part 1 task will allow you to focus on writing the best possible essay.

1 Reading the task

Part 1 tests your reading as well as your writing. You have to read two texts on a related theme and summarise them. Each of the two texts in a Part 1 task will contain two key ideas.

- 1a** Read the first text from a Part 1 essay task and underline the main ideas of the text that you would need to include in your summary. Why is it not essential to include the other parts of the text in your summary?

Knowledge of the world

Children need to study many subjects at school, but geography has a particular significance. It involves much more than memorising the capitals of the world, useful though such knowledge can be. Above all, it provides young people with an understanding of the environment and its role in human development. This involves learning about ecosystems and the impact of human activity on them, promoting an appreciation of the need for sustainability. Studying geography also leads to greater awareness of different cultures. Discovering how the physical environment has influenced developments in different parts of the world is important in that it increases empathy and understanding for the experience of others.

- 1b** This is part of the second text on the theme of studying geography in schools, but the key sentences are missing. Write a sentence that fits logically in each gap.

It's a wonderful world

Geography occupies a key position on today's school curriculum. **1** This means that children will develop into well-educated members of society who can engage in a sensible way with local and global community issues. Knowledge of the subject can bring personal benefits, too. **2** These include urban planning, environmental science and international relations, all of which offer interesting opportunities to young geography graduates.

2 Useful language Paraphrasing

When you are summarising the texts, it is important to demonstrate your lexical range by paraphrasing, where possible, language from the text, rather than just copying words and phrases from the question paper.

How could you paraphrase the underlined words and phrases in the text from Exercise 1a?

Children need to study many subjects at school, but geography ¹has a particular significance. It involves much more than ²memorising the capitals of the world, ³useful though such knowledge can be. Above all, it provides young people with an understanding of the environment and ⁴its role in human development. This involves learning about ecosystems and ⁵the impact of human activity on them, ⁶promoting an appreciation of ⁷the need for sustainability. Studying geography also ⁸leads to greater awareness of different cultures. Discovering how the physical environment has influenced developments ⁹in different parts of the world is important in that it increases empathy and understanding for the experience of others.

Remember!

If you can't think of a synonym in order to paraphrase a bit of text, you might be able to demonstrate your lexical range by using a noun instead of a verb or vice versa, e.g. *increases empathy for X* could become *makes people empathise more with X*.



3 Useful language Giving your opinion

You can express your opinion relating to the two texts in a number of different ways.

You could, for example:

- explain your particular agreement with one of the points made, expanding the point further
- disagree partially or totally with one of the points made, explaining why
- add an additional point to the set of arguments.

Look at the texts in Exercises 1a and 1b again. Write two or more sentences in response to each of the tasks below.

- 1 Choose one of the key statements and express your agreement with it, expanding the point further.
- 2 Choose one of the key statements and express your disagreement with it, explaining your point of view.
- 3 Add an additional point to the set of arguments.

Tip! Before doing the exam task on the next page, read the suggested answers to Exercise 2. Think about how the writer added their own opinion to the topic. Choose one (or more) of the three approaches when writing any Proficiency Writing Part 1 essay task.

Question 1

You **must** answer this question.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible and include your own ideas in your answer.

Write your answer in **240–280 words** on the separate answer sheet.

A great team

No one should have to worry about whether they can afford their rent or a decent meal every day. But ultimately, who you work with has more impact on the quality of your daily life than a small pay rise. After all, we tend to spend more time with co-workers than with our own families. A good boss and supportive colleagues help to make work satisfying and enjoyable. However, most people also feel the need to continue to learn and to take on new responsibilities as their career progresses. It would be dispiriting to find your job lacks prospects for growth.

Every day is different

It could be by building a wall, designing a necklace, writing a blog, baking a cake or devising a new way to teach a topic, but the key to job satisfaction is creativity – using our skills to develop something unique. The act of creating absorbs the creator totally, something that rarely happens when carrying out a routine task with no need for focus or originality. And jobs involving creativity also tend to be characterised by variety. It may be a cliché to refer to variety as the spice of life, but it aptly encapsulates the way variety can enhance the quality of our working lives.

Write your **essay**.

Think about these questions when planning your answer:

- ☐ What are the four aspects of job satisfaction mentioned in the texts?
- ☐ Which of the four aspects of job satisfaction mentioned in the texts is most important from your point of view? Why?
- ☐ Is one of these factors much less significant than the others, in your view? Why?
- ☐ Is there another factor that you believe is more important than those mentioned in the two texts? If so, what is it and why is it important?
- ☐ Which of the approaches to including your own opinions suggested in Exercise 3 will you use in your essay?



Review

What can you remember about Writing Part 2? Answer the questions below.

If you need help, read the Task information on page 40.

- 1 How many tasks are there in Part 2, and how many must you write an answer to?
- 2 When choosing your Part 2 task, what factors is it sensible to bear in mind?
- 3 How many words should you write for your Part 2 task?
- 4 In terms of marks, which part (Part 1 or Part 2) is worth more?
- 5 What aspects of your writing are examiners considering when marking your Part 2 task?
- 6 In the exam, approximately how long should you allow yourself for writing and checking your answer to Part 2?

Tip! Knowing what you will be asked to do in each part of the exam will save having to spend time working this out on the day of the exam.

Test 2 Training**Writing Part 2 (letter)****Task information**

- In Proficiency, you will only be asked to write a letter in a formal or a neutral style. You will not be asked to write an informal letter to a friend.
- You might, for example, be asked to write a letter to the editor of a newspaper or magazine, the director of an international company, or a school or college principal.
- A letter to a newspaper or magazine may well include a narrative element which details personal experience; other letters may be more concerned with giving factual information.
- The purpose of the letter must first be identified. This enables you to choose what information should be included.
- Information should be well organised and presented in clear paragraphs.
- An introductory sentence or two should clearly state the purpose and scope of the letter.
- Who you are writing to is very important. This determines the kind of language you use. Letters to someone in authority or someone you do not know well should use a more formal register. Letters to a popular magazine or website with a younger readership will be relatively neutral in style, and it may be appropriate to use contractions, colloquial vocabulary and other elements of less formal language.
- It is important to open and close your letter in a way that is appropriate for your target reader.

**1 Useful language Register**

1a These sentences are in too informal a register for the kind of letter you would be asked to write in a Proficiency Part 2 task. Rewrite them in a more appropriate style.

- 1 I'm sorry to have been slow in sending in my application and I hope I haven't missed the boat.
- 2 Please let me know when I might get a reply to my question.
- 3 Please think carefully about the various issues I've brought up.
- 4 I'm longing to hear what you think of the ideas I've come up with.
- 5 It worries me a lot that kids have very little to do at evenings and weekends in this town.
- 6 Please just ask if you'd like me to send you more information.

Tip! There is no need to write addresses in a letter in the exam, but it is important to open and close the letter in a way that is appropriate for your target reader.

1b Choose the correct word to complete each of these sentences from letters to an officer in a government department.

- 1 I should appreciate a reply at your *earliest* / *easiest* convenience.
- 2 I would be grateful for a *punctual* / *prompt* response to my enquiry.
- 3 I would like to *draw* / *push* a matter of considerable importance to your attention.
- 4 I *contain* / *enclose* the documents you requested.
- 5 I would like to formally request a meeting to discuss the matter *more* / *further*.
- 6 I am writing to express my *sincere* / *honest* gratitude for your assistance with our recent project.
- 7 I am writing to express my interest in the *situation* / *position* of project manager.
- 8 I am writing to express my concern *relating* / *regarding* the city's transport plan.

Tip! If you are writing a letter, imagine yourself in the position of the person receiving it. Do not include information that they already know, e.g. a hotel manager does not need to be told where his hotel is located or how many restaurants it has.

Remember!

A formal or semi-formal letter will begin *Dear* (*Dr Brown, Editor, Sales Manager, Sir or Madam, etc.*) and will end *Sincerely* or *Regards* followed by your name.

2 Useful language Sentence structures using participles

Sentences beginning with a present or past participle can be appropriate for a piece of formal writing, e.g. *Taking everything into account, I would like to suggest some amendments to the proposal.* / *Inspired by your example, we carried out an experiment.*

2a Reword the sentences using a participle, without changing the meaning of the sentence.

- 1 As I have lived for many years in a remote rural area, I understand the importance of a good public-transport network.
- 2 When you bear in mind the probable impact of technology on employment, it seems inevitable that people will have more leisure time at their disposal than ever before.
- 3 If I consider all the objections to the proposal, I am firmly of the opinion that it should not be taken forward.
- 4 Now that I have carried out a survey of student reactions to the proposed changes, I know that the overwhelming majority welcome the recommendations.
- 5 I came to the decision to share my opinions with you because I was encouraged to do so by my fellow students.



C2 learners often use other words instead of *for example*: *Broadly speaking, it is beyond dispute, for example, say, that the character that is struggling for survival bears no resemblance to the one that ...*

2b Imagine you are writing a letter to the editor of the local newspaper about a proposal to ban all private motor vehicles from the centre of the city where you live. How could you complete each of these sentences?

- 1 Devised in order to help the city reach its green targets, the proposal ...
- 2 Being a keen cyclist, I ...
- 3 Frustrated by traffic congestion in the city centre, most residents ...
- 4 Banned from the city centre, cars ...
- 5 Having considered all the arguments for and against the proposal, I ...

Remember!

The words *nice, beautiful, good* and *get* are typical of informal English, and you should generally aim to use more interesting alternatives when writing at C2 Proficiency level. However, you can also demonstrate a higher level by using them in advanced collocations, e.g. *put something to good use, beautifully written, get noticed*.

Test 2 Exam practice

Writing Part 2 (letter)

Write your answer in **280–320** words in an appropriate style.

The college where you are studying has a shortage of staff and is proposing to close its library at 6 pm rather than 10 pm on weekdays and not to open it at all at weekends. Write a letter to the college principal, explaining why you object to this proposal and suggesting an alternative course of action. Your letter should also assess how you think college library facilities will develop in future.

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

Advice

In a letter that is complaining or raising objections to something, it is important to be firm and to express your displeasure clearly. Take care, however, not to be rude, as this would antagonise your target reader and make a sympathetic response less likely.



Test 2 Training

Writing Part 2 (article)

Review

What can you remember about writing articles for Proficiency Writing Part 2? Answer the questions. If you need help, read the Task information on page 44.

- 1 How would an article written for an academic journal differ from one written for a popular magazine?
- 2 Why is it important for an article to interest and engage its potential readers?
- 3 Why are a good title and an interesting opening paragraph important for a successful article?
- 4 How should you structure your article?
- 5 Why should you make sure you come to an appropriate and strong conclusion at the end of your article?



1 Useful language Using interesting verbs

Articles may often involve a narrative element. You can show off your vocabulary range by using verbs that are more interesting than their basic equivalents.

Tip! Using interesting, advanced vocabulary is not just a matter of picking appropriate adjectives. You can also make your writing come to life by choosing more unusual verbs.

1a Put the words in the box under the most appropriate heading.

amble exclaim gaze glance mumble peer stare stride stumble trudge whisper yell

talk	look	walk

1b The words in Exercise 1a are not exact synonyms of the words *talk*, *walk* and *look*. Each has specific associations of its own. Which of the words in Exercise 1a suggests the following?

- 1 talk very loudly; shout
- 2 talk very quietly, under your breath
- 3 talk in an indistinct way
- 4 say something suddenly, possibly when surprised by something
- 5 walk with big steps in a purposeful way
- 6 almost fall while walking
- 7 walk in a heavy, tired way
- 8 walk in a relaxed way
- 9 look at something quickly
- 10 look at something for a length of time without looking away (two verbs)
- 11 look at something that is difficult to see clearly

2 Using language Varying structures

In your writing, it is important to show that you can handle a range of structures as well as a range of vocabulary. One good advanced-level structure that you can often work into a discursive article is the use of an inversion to express a conditional idea, e.g. *Had she listened to my advice, things might have turned out very differently.*

2a Change the phrases in **bold** to use inversion to express the same idea. Begin with the word indicated.

- 1 **If the organisers had been better prepared**, there would have been sufficient food for everyone.
Had ...
- 2 We would have a clearer understanding of how to react **if the situation arises again**.
Should ...
- 3 We would be better equipped to cope **if we encountered** the same problem for a second time.
Were we ...
- 4 **If you found yourself in a similar position**, you would know where to turn for help.
Were ...

2b Cleft sentences are another advanced-level structure that you can often use to good effect when writing a C2-level article. Compare the sentences in each pair. Which one is the cleft sentence? What impact does making the sentence into a cleft sentence have?

- 1 A The journalist had a clear reason for writing the article.
B Why the journalist wrote the article is clear.
- 2 A He wanted to make people laugh.
B What he wanted to do was make people laugh.
- 3 A He had not set himself an easy task.
B It was not an easy task that he had set himself.



C2 learners sometimes use *when* instead of *that*: ... popularity at an early age, could have ruined his future completely. ~~It~~ **when it is there** that I want to claim that I played a part, though ...

2c Rewrite the sentences as cleft sentences, starting with the word given.

- 1 They completed the task with great difficulty.
It ...
- 2 It is crucial to formulate your questions in an appropriate way.
How ...
- 3 The proposal was dropped because of a lack of support.
The reason ...
- 4 Hard work will bring success in life.
It ...
- 5 It is of no concern to me how young people choose to spend their free time.
How ...
- 6 Listening to people really matters.
It ...

Remember!

Cleft sentences can be a good way of adding a variety of structure to an advanced piece of writing, but they should not be overused.

Test 2 Exam practice

Writing Part 2 (article)

Write your answer in **280–320** words in an appropriate style.

A psychology website has asked for articles on the topic of advice. You decide to write an article in which you describe the best advice you feel you have ever given anyone. Explain how things might have turned out if your advice had been ignored. Your article should also discuss why people sometimes resent being given advice.

Write your **article**.

Advice

Give your article a title – it's a good way to make your writing quickly look like an authentic article.



Review

What can you remember about writing reviews for Writing Part 2? Complete the gaps in the paragraph. If you need help, read the Task information on page 46.

When you are writing a review, it is important to pay attention to who the target

1 of your review is, as that affects both the content of your review

and the 2 in which you write it. It is 3 enough

just to describe what you are reviewing; you also need to give your own

4 of it. Make sure you read the question very 5,

as it will always include an extra element that you will also need to 6

in your review.

Tip! Get into the habit of using the language of reviews by keeping a review diary. Regularly write a couple of sentences in English commenting on any films you watch, books you read or places you visit.

1 Useful language Using theme-related vocabulary

You are more likely to get a better mark for Language in your review if you demonstrate knowledge of vocabulary relevant to the topic of what is being reviewed.

1a Match the words and phrases in the box with the review topics. Some words can go in more than one category.

ambience attentive avatar backing group casting charcoal sketch cuisine gameplay
graphics installation label level design lyrics mixing narrative structure portion size screenplay
soundtrack specials still life track user interface visual effects watercolours well-curated

Review topics

a restaurant:

a film:

a computer game:

a music album:

an art exhibition:

1b Add three more words or phrases to each of the review topic sets in Exercise 1a.

1c Choose two of the topics and write a paragraph reviewing one thing in each topic. Use as much theme-specific vocabulary as you can.

Tip! Opening your review with a question can be an effective way to engage your reader from the start.

2 Useful language Connecting ideas

Writing at C2 Proficiency level means being able to write complex sentences, using more sophisticated connectors than *and*, *but* or *because*.

2a Combine the sentences using the connector in brackets.

1 The restaurant has a friendly ambience. Its menu is also innovative and delicious. (as well as)

2 The narrative structure of the game is original. Unfortunately, the graphics are a little disappointing. (despite the fact)

3 The exhibition received negative reviews. I still found it contained a great deal to interest me. (notwithstanding)

4 Jamie Lennox is an expert guitarist. He also has a remarkably fine singing voice. (in addition)

2b The reviews below use too many short sentences. Rewrite them so that they contain just two or three sentences each. You can make any changes that you wish in order to make the paragraphs read better.

- 1 The film has a stellar cast. Its visual effects are also stunning. These include many drone shots from above. The most dramatic scene takes place in a remote ruined castle at the top of a cliff. In a tense fight, the hero narrowly escapes tumbling off the cliff into the roaring sea below. Fortunately, good triumphs over evil. That is what you expect from a Hollywood movie, of course.
- 2 Anna Grassie writes most of her own songs. The haunting beauty of some of them is powerful. This is particularly the case with the title track. Others are more run-of-the-mill. The album also includes a handful of covers of songs from musicals. One of these is my favourite song of the collection. It's *Anthem* from the musical *Chess* and it seems particularly suited to Anna's rich voice.

Tip! Find some reviews online of recent films, music or books that you know. Make a note of any interesting phrases from them that you either agree or disagree with.

Test 2 Exam practice Writing Part 2 (review)

Write your answer in **280–320** words in an appropriate style.

An entertainment website likes to publish reviews of live performances its users have been to. Write a review of a live music concert or comedy show you have attended. Your review should briefly describe the performance and should comment on its quality. You should also compare the experience of going to a live performance with that of watching a recorded performance on a screen.

Write your **review**.

Advice

Quickly note down all the advantages and disadvantages of attending a live performance as opposed to watching it on screen that come to mind. Which of your ideas could you usefully develop in your review?



Review

Answer these questions about Listening Part 1. If you need help, read the Task information on page 48.

- 1 How many short extracts will you hear?
- 2 Are these extracts connected?
- 3 How many questions are there per extract?
- 4 How many times will you hear each extract?
- 5 What kind of listening skills will be tested?

1 Formal and informal language

1a Look at sentences A–C and match them with the language excerpts 1–12. Then decide whether each excerpt is formal (F) or informal (I).

A It's a difficult situation. **B** The decision hasn't been made yet. **C** The progress has been slow.

- | | | |
|--|--------------------------|-------|
| 1 The jury is out. | ☐ | F / I |
| 2 The modest pace of development. | ☐ | F / I |
| 3 We're in a bit of a jam. | ☐ | F / I |
| 4 This is a delicate matter. | ☐ | F / I |
| 5 Nothing conclusive has been established. | ☐ | F / I |
| 6 They're stuck in first gear. | ☐ | F / I |
| 7 It is not without its challenges. | ☐ | F / I |
| 8 It's still up in the air. | ☐ | F / I |
| 9 It's still under consideration. | ☐ | F / I |
| 10 It's been a bit of a slog. | ☐ | F / I |
| 11 A lack of significant momentum. | ☐ | F / I |
| 12 It's a tough nut to crack. | ☐ | F / I |

Tip! Predicting the level of formality in a speech might help you identify how answers are likely to be paraphrased. When listening to formal language, you may hear more complex structures, while informal language will be more idiomatic.

1b Look at two questions from Listening Part 1. Which extract will include informal language, and which is likely to include formal language? Predict how the questions and options might be paraphrased in each case.

You will hear a woman talking to her friend about her new car.

- 1 What is the problem with it?
- A** the expense of running it
B the over-dependence on technology
C the concern over its reliability

You will hear a lecturer talking about self-driving cars.

- 2 What does she say may be a problem with self-driving cars?
- A** the expense of running them
B the overdependence on technology
C the concern over their reliability

Tip! It is worth reflecting on how well you can understand both formal and informal speech. This can inform you of what type of language you need to study more.

1c  Listen to the two extracts and answer the multiple-choice questions in Exercise 1b. How was the correct answer paraphrased in each case?

Questions 1–6

You will hear three different extracts. For each question, choose the correct answer. There are two questions for each extract.

Tip! Before you listen, read the contextual sentence for each extract and think about the language you might hear.

Extract One

You hear a woman talking to a friend about her work colleague.

1 What is the problem with woman's work colleague?

- A He doesn't take constructive criticism well.
- B He doesn't want to do certain types of tasks.
- C He doesn't get on well with his workmates.

2 What is the woman's attitude to fixing the problem?

- A She's worried about causing a fuss.
- B She thinks any efforts are useless.
- C She's annoyed no one has done anything.

Extract Two

You hear a business expert talking about online networking.

3 What is his main point about it?

- A Carefully chosen connections lead to effective networking.
- B Effective networking involves appearing to be honest.
- C Quality is more important than quantity in effective networking.

4 The speaker refers to a cup of tea in order to

- A illustrate how a networking relationship can come to be valued.
- B emphasise the need for consistently using an appropriate tone.
- C warn of the danger of becoming dependent on network contacts.

Extract Three

You hear part of a lecture about a language called Toki Pona.

5 What does the lecturer note when defining Toki Pona?

- A its communicative limitations
- B its philosophical objectives
- C the circumstances of its invention

6 According to the lecturer, a speaker's use of Toki Pona can shed light on

- A their level of inventiveness.
- B the consistency of their approach.
- C their view of things around them.

Advice

- 1 Focus on the main problem that the woman has with the man.
- 2 Think of informal ways of expressing all the options, and listen for the woman's tone of voice.
- 3 This extract is semi-formal, so prepare for hearing both formal and informal features of language.
- 4 This question asks about *why* the speaker mentions something. Listen for why he mentions the cup of tea.
- 5 The answer to this is implicitly stated, so think of the whole message.
- 6 Listen for what the speaker says about the vocabulary of Toki Pona.

Review

Answer these questions about Listening Part 2. If you need help, read the Task information on page 51.

- 1 What type of task do you have to do in Part 2?
- 2 How many sentences are there in this task?
- 3 What part of speech may be needed for many of the answers?
- 4 Do you have to write exactly the same word(s) as you hear on the recording?
- 5 Will the answers be in the same order as the information on the recording?

Tip! Read the sentence carefully to help you decide if the gap should be completed by a singular or plural noun.

Tip! The word or short phrase you choose to complete the gap must make sense, as well as being grammatically correct.

1 Understanding distraction

Distractors are words which might seem as though they are the correct answer, but they are not. As you listen, you might hear something which fits the space grammatically, but it does not make sense in terms of the meaning. These are distractors and they form part of the test because weaker students are more likely to be tempted by them than stronger students.



C2 learners can use the wrong word order: *As I put down the phone, I realised I had made a mistake. I should ~~have never~~ **never have** let my brother come with me on such a risky adventure!*

1a Read the extract about the equipment used for astronomy and the gapped sentence below it. Then answer the questions (1–2).

As astronomers, our understanding of space has come on in leaps and bounds recently, mainly because we have better tools to observe it. Early astronomers had fairly rudimentary equipment but today, even average observatories are kitted out with astounding technological innovations. Our telescopes are now built to specifications that are state of the art, and they use machine learning to analyse minute details of the data they collect.

The high of the equipment used by modern astronomers have enabled them to vastly expand their knowledge.

- 1 Which of the underlined words is the correct answer?
- 2 Why are the others incorrect?

1b Read the second extract and the question. Which of the underlined words is the correct answer? Why? Which words in the question have synonyms in the extract?

This careful work often means noticing very small changes in starlight, which can show a planet passing in front of its star or gentle pulls that show it is there. This painstaking analysis day after day helps us understand what is needed for life to exist in the galaxy.

Recent astronomical research owes its success to observing minute differences in in the night sky.

Tip! If you are trying to choose between two possible answers, check the sentence for synonyms of one of them.

1c Look at these grammatical elements and think about what information they give you about the answer.

- | | |
|-----------------------------|---------------------------------|
| 1 an article before the gap | 3 a singular verb after the gap |
| 2 a noun after the gap | 4 a plural verb after the gap |

1d What other grammatical clues might be in the sentences? How can this help you prepare for Part 2?

Remember!

The verb may not be immediately after the gap; it may be later in the sentence.

Questions 7–15

You will hear an astronomer called Lisa Bradshaw talking about astrotourism – travelling to destinations where the sky is dark to observe the stars and planets. For each question, write the correct answer in the gap. Write a word or short phrase.

Astrotourism

Lisa blames the tendency toward **7** for the lack of opportunities to observe the night sky.

Lisa says that most people come away from a stargazing experience with a new

8 on the world.

The **9** for becoming an official dark-sky area is tough and involves meeting specific criteria.

The purpose of astrotourism is to help people feel as if they are a part of **10**

The longer **11** of the low season result in a more satisfying observation experience.

Lisa mentions that people living in remote areas can benefit from astrotourism because the

12 needed is minimal.

The breathtaking views of the night sky associated with a region in India are due to its

13

Astrotourism agencies often incorporate **14** to give more context and meaning to stargazing.

Lisa strongly believes that **15** experiences are fundamental to ensuring astrotourism stays loyal to its roots in conservation.

Advice

- 7** You will hear Lisa talk about something that reduces opportunities to see the night sky. What is it?
- 8** There is an article before *new* which means the answer must be a countable and singular noun.
- 9** Notice that the verb is singular.
- 10** For this sentence, listen for a paraphrase of being 'a part of' something.
- 11** The answer needs to be something positive to fit the meaning of the sentence.
- 12** The verb at the end of the sentence is singular, so make sure the answer agrees.
- 13** Listen out for a positive quality related to a region in India.
- 14** Focus on what most companies would do, not one specific company.
- 15** Listen to Lisa's intonation to understand what she strongly believes.

Review

Answer these questions about Listening Part 3. If you need help, read the Task Information on page 53.

- 1 How many speakers are there in Part 3?
- 2 How long is the recording?
- 3 How many questions are there?
- 4 How many options are there for each question?
- 5 What should you do before each recording?

1 Paraphrase in multiple-choice questions

- 1a** Match the words in **bold** in options A–D with the paraphrase(s) in the box. Three of the underlined words have two paraphrases.

a comprehensive grasp at a loss as to how to manage demanding
 dip your toe in the water focus in incremental stages ingredients
 just the right amount of know something inside out so as not to
 steer clear of the fundamental parts of

- A** a **gradual** approach, focusing on theoretical **mastery**
B an **intensive** method, involving complete practical **engagement**
C a **balanced** strategy, combining academic and practical **elements**
D a **cautious** approach to avoid feeling **overwhelmed**

- 1b** What kind of paraphrases are in the box in Exercise 1? Choose all that apply.

one-word synonym idiom connecting phrase phrase about quantity
 noun phrase: adjective + noun verb phrase noun phrase: *the ... of ...*

- 1c**  **23** Listen to an extract about ways of acquiring a new skill and answer the questions.

- 1 Which of the options A–D in Exercise 1a does the man think is the most successful for acquiring a new skill?
- 2 Write the paraphrases the man uses which helped you choose your answer.

- 1d**  **23** Listen again. Why are the other options incorrect?

- 1e** Read the audioscript on page 217 and underline the paraphrases used in the correct answer.

Tip! Before listening, think about how you might hear the options paraphrased. Speakers might use idioms, language with the opposite meaning, one-word synonyms, descriptive phrases or metaphors.

Tip! Make sure every element of the option you choose matches the recording. Notice any small differences between the options, and double-check your choices the second time you listen.

Questions 16–20

You will hear an interview with two lifestyle coaches, Samantha Mendes and Adam Riley, who are discussing the importance of doing nothing. For each question, choose the correct answer.

Remember!

If you hear a word on the recording which is in one of the options (A–D), listen carefully, as it may be being used to distract you.

- 16 Samantha characterises the notion of ‘doing nothing’ as**
- A the latest trend for improving our health.
 - B an effective antidote to work-based stress.
 - C a surprising habit of very successful people.
 - D an activity which fosters personal growth.
- 17 What does Adam say about how people’s hobbies have been transformed?**
- A The pleasure people get has diminished.
 - B There is a desire to compete more now.
 - C People’s personal lives get in the way.
 - D They are overly dependent on technology.
- 18 When describing the modern attitude towards time at work, Samantha points out that**
- A academic research has been misinterpreted.
 - B some activities are more worthy of our attention.
 - C idleness can function as a route to innovation.
 - D spending fewer hours at work improves efficiency.
- 19 What point is made about certain famous people and their use of time?**
- A Their approaches merit further investigation.
 - B They displayed remarkably similar personality traits.
 - C They should be considered as excellent role models.
 - D Their habits typically followed a particular pattern.
- 20 What do both coaches conclude about integrating ‘doing nothing time’ into the modern workplace?**
- A It would require special planning.
 - B It is impractical in many contexts.
 - C It should be more widely embraced.
 - D It has to be implemented slowly.

Advice

16 You might hear part of all the options, but make sure you choose the one which matches completely.

17 Listen for how Adam feels about how hobbies like running have changed.

18 Listen for an option which is paraphrased negatively.

19 Listen out for names of historical figures, and remember to pay attention to what both speakers say.

20 Focus on what Samantha agrees with Adam on.

Review

Answer these questions about Listening Part 4. If you need help, read the Task Information on page 56.

- 1 How many tasks are there?
- 2 How many options are there for each task?
- 3 How many extracts will you hear?
- 4 How many times will you hear each extract?
- 5 What order will the answers come in?

1 Understanding explicit and implicit meaning

- 1a** Read the exam question and the two short extracts below, in which the speakers are talking about books. Which option (A–D) is being described by BOTH speaker 1 and speaker 2?

Choose from the list (A–D) each speaker's opinion on what disappoints them about the publishing industry.

- A It rarely identifies new talent.
- B It selects formulaic work.
- C It has random selection methods.
- D It focuses on bestselling works.

Speaker 1

I am still a voracious reader myself. In fact, I'd say I get through about three novels a week. It's fascinating how so many novels that make it to publication follow a similar plot and familiar rhythms. It sometimes prompts me to think about the unique spark, raw vision ... oh well ... but the public do seem to lap them up. Or at least the sales figures do indicate this.

Speaker 2

I've been around the block a fair few times, having now written my tenth novel, and I would say yes, I've seen changes in the publishing industry's selection methods, and not necessarily for the better. Frankly, there seems to be a preference for fiction that is merely painting by numbers. They follow predictable narrative structures, and if you ask me, that's a sad state of affairs for true literary art.

Tip! At this level, sometimes answers are not stated obviously. Rather, the answer comes from word choice or general understanding across sentences.

Tip! Implicit language can often tell us the speaker's attitude, but it might also give the speaker's opinion, where they indirectly say what they think. It's important to listen for this kind of language, as it may help you with an answer.

- 1b** Read Speakers 1 and 2 in Exercise 1a again. In which extract is the opinion of the speaker explicit? In which is the opinion of the speaker implicit? Underline the sections of the audioscript where the writer is implicitly/explicitly stating their opinion.
- 1c**  ²⁵ Listen to two short extracts in which the speakers describe a writer's problems. In which recording is the speaker more:
- a sympathetic?
 - b critical?

Questions 21–30

 26 You will hear five short extracts in which writers are talking about novel writing. For Task 1, choose from the list (A–H) each speaker's opinion on what makes a good novel. For Task 2, choose from the list (A–H) what each speaker learned from writing their novels. For each question, choose the correct answer.

While you listen, you must complete both tasks.

Tip! Task 1 is about opinions, whereas Task 2 is about experience. Implicit language is more likely to be linked with opinion and attitude.

Task 1: choose from the list (A–H) each speaker's opinion on what makes a good novel.

- | | | |
|-----------|----------|---------------------------------------|
| Speaker 1 | 21 | A having an engaging plot |
| | | B exploring deep emotions |
| Speaker 2 | 22 | C creating an immersive experience |
| | | D using implication to tell the story |
| Speaker 3 | 23 | E caring about the characters |
| Speaker 4 | 24 | F making the story believable |
| Speaker 5 | 25 | G developing complex characters |
| | | H keeping the story moving |

Task 2: choose from the list (A–H) each speaker's opinion on what each speaker learned from writing their novels.

- | | | |
|-----------|----------|--------------------------------|
| Speaker 1 | 26 | A to connect with peers |
| | | B to prioritise productivity |
| Speaker 2 | 27 | C to avoid comparisons |
| | | D to read other writers' work |
| Speaker 3 | 28 | E to ignore advice from others |
| Speaker 4 | 29 | F to enjoy the writing process |
| Speaker 5 | 30 | G to explore within themselves |
| | | H to perfect their dialogue |

Advice

Task 1: Speaker 3 and speaker 5 give more implicit answers.

Task 2: Focus on the question. You are being asked what they *learned* from writing. This implies it is something that didn't know but which they found out.

Review

Answer the questions below about Speaking Part 1. If you need help, read the Task information on page 59.

- 1 How many examiners are there? What do they do?
- 2 Do you speak to your partner or the examiner?
- 3 What kind of questions do you have to answer?
- 4 How long does this part last?

1 Understanding the assessment criteria

Match the C2 Proficiency assessment criteria below (a–o) with the correct heading. If you need help, read the information on page 59. There is one criterion that goes under two headings.

Grammatical Resource	Lexical Resource	Discourse Management	Interactive Communication	Pronunciation

- | | | |
|---|---|---|
| a Uses complex grammar | f Uses word stress and intonation correctly | k Very few mistakes |
| b Gives relevant answers | g Very little hesitation | l Uses a variety of vocabulary to say what they mean |
| c Speaks clearly | h Develops and broadens the discussion | m Listens carefully and replies to questions |
| d Uses a variety of different tenses and structures | i Gives extended answers | n Pronounces words correctly |
| e Links what they say to something their partner has said | j Uses appropriate, precise words and phrases | o Uses a range of linking words and expressions to connect and organise what they say |

2 Exam skill Avoiding repetition

2a  27 Listen to two candidates, Beatrice and Thomas, answering Part 1 questions. Who manages to avoid repetition of the examiner's question?

2b Match the strategies to avoid repetition (1–4) with the examples (a–d).

- | | |
|------------------------------------|--|
| 1 Use substitution (e.g. pronouns) | a Interlocutor: What do you enjoy the most about the place where you live?
Candidate: One of the things I enjoy most about ... is ... |
| 2 Use a different part of speech | b Interlocutor: Is it easy ...?
Candidate: Yes, pretty straightforward . |
| 3 Use a synonym | c Interlocutor: How interested are you in ...?
Candidate: It doesn't really capture my interest . |
| 4 Change the word order | d Interlocutor: Do people in your country ...?
Candidate: Yes, most of them ... |



C2 Proficiency students sometimes make errors with substitution, by not using *to*: *Finally, I chose to leave, instead of waiting doing to do so years later.*

- 2c** Rewrite the beginning of Beatrice's answers in two different ways to avoid repeating what the examiner said. You can use one or more of the strategies from Exercise 2b.

Examiner: How do you relax after a busy day?

Beatrice: I usually relax after a busy day by watching a series on my laptop.

1

2

Examiner: What are the features of a good job for you?

Beatrice: For me, the features of a good job would include a good salary for sure, but also training and development opportunities.

3

4

- 2d**  **28** Listen and answer the questions. Record yourself. Did you manage to avoid repetition?

3 Focus on pronunciation Emphatic and contrastive stress

- 3a** Complete the mind map with what you think is important in terms of pronunciation.



Tip! Use what you know about sounds and spelling in English to predict the pronunciation of new words you encounter in texts. Then use a reliable app or website to check the pronunciation.

- 3b** Use the words in the box to complete the gaps in the assessment criteria for Pronunciation.

articulated intelligible intonation stress

Pronunciation	What does this mean?
1 Is	The examiner can clearly understand what you say.
2 is appropriate.	You use the rise and fall of your voice to add meaning to what you say.
3 Sentence and word is accurately placed.	You emphasise certain words to convey meaning. You also emphasise the correct syllable of words of two syllables or more (such as <i>pleasure</i>).
4 Individual sounds are clearly.	You can produce sounds correctly and distinctly so that words are recognisable.

- 3c**  **29** Think about which words will be stressed in these sentences. Then listen and check.

1 I believe it's better to try, even if you don't succeed.

2 I do enjoy online shopping! I can spend ages on it.

- 3d**  **30** Listen to a teacher explaining the types of sentence stress in Exercise 3c. Write the type of stress next to each example sentence above.

- 3e** Look at the sentences and choose two words you think will be stressed in each one.

1 On the one hand, I like to be spontaneous, but on the other, it's good to have something to look forward to.

2 Alone. I know most people love being in a car with friends, but I need peace and quiet!

- 3 It's definitely helped me with my studies. I don't know how I would have completed my thesis without being able to do online research!
- 4 I wouldn't say I enjoy it as such, I see it as more of a necessity.

3f  ³¹ Listen and check your answers to Exercise 3e. Practise saying the sentences, emphasising the stressed words.

3g  ³² Listen and answer the questions. Use contrastive or emphatic stress if appropriate.

Test 2 Exam practice Speaking Part 1

1 Read the exam instructions. Practise answering the questions.

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor Good morning / afternoon / evening. My name is and this is my colleague And your names are? (Could I have your mark sheets, please?)

Thank you.

First, we'd like to know something about you.

Where do you live, (Candidate A)? And you, (Candidate B)?

[address Candidate B] Are you working or studying at the moment?

[address Candidate A] And you?

Select a further question for each candidate:

- Tell me something about your home town that's different from other places you've been.
- Do you think English is an easy language to learn?
- What kind of holidays do you prefer?
- Is there a hobby or interest you've picked up recently?
- How interested are you in international news?

2  ³³ Listen and answer the questions you hear. Record yourself speaking if possible.

3  ³⁴ Listen to the sample responses and compare them to yours.

4 Think about these questions.

- Did you answer the questions without repeating the examiner's questions?
- Did you extend your answers to a couple of sentences?
- Did you use sentence stress appropriately?
- How could you improve your performance in Part 1?

Advice

If you haven't picked up a hobby or new interest lately, or you can't think of anything, you could perhaps talk about something you would like to try or something someone you know has recently started doing.

Tip! Typical Part 1 topics include where you live, work/study, free time, friends and transportation. Practise talking with your friends about these topics.

Tip! Avoid repeating the same words the examiner uses in your answers. Show you have a wide range of vocabulary and grammar by using your own words and structures.

Tip! Watch the Part 1 sections of C2 Proficiency videos on the Cambridge Exam Preparation website. Note down the questions the examiner asks and practise answering them. Compare your answer to how the candidates in the video answered, and read the examiner comments.

Review

Choose the correct option to complete the sentences about Speaking part 2. If you need help, read the Task information on page 62.

- 1 This part involves *discussion* / *an interview* with another candidate based on pictures.
- 2 The *theme* / *time* is mentioned by the interlocutor and written above the pictures.
- 3 First, the examiner asks you to discuss a focus question about *two* / *all* of the pictures (or about different parts of one picture) for about a minute.
- 4 After that, you do a *grammar* / *collaborative* task based on the same pictures for three minutes (four minutes for a group of three).

1 Focus on interactive communication Reaching a decision through negotiation

1a How can you perform well in the collaborative task in Part 2? Think about what the examiner is looking for in terms of Interactive Communication. Make notes.

1b  ³⁵ Listen to an examiner giving advice to some students about how to approach the collaborative task in Part 2 (after the initial focus question). Compare your ideas from Exercise 1a.

1c Complete the missing words in the advice.

- 1 Listen carefully to the task and keep your discussion focused on the g _ _ _.
- 2 Compare and e _ _ _ _ _ the pictures based on the task.
- 3 Make s _ _ _ _ _ , supporting these with evidence.
- 4 Listen, respond and d _ _ _ _ _ ideas to build a real discussion.
- 5 If you and your partner have different ideas, n _ _ _ _ _ by suggesting alternatives or trying to persuade him/her.
- 6 Use p _ _ _ _ _ to show understanding and guide the conversation toward a conclusion.

2 Useful language Making comparisons

2a Match the beginnings and endings to form complete sentences.

- | | |
|---|---|
| 1 Compared to the other images, this is far | a as picture C. |
| 2 What sets this apart is | b out is its feeling of friendship and support. |
| 3 While A and E clearly show | c its depiction of student life. |
| 4 This is nowhere near as relatable | d more evocative. |
| 5 What makes the last one stand | e negative aspects, I think we should be focusing on a more positive view. |

2b  ³⁶ Listen and check. Practise saying the phrases using the same stress and intonation.

2c Look at the pictures on page C5, which show some of the advantages and disadvantages of studying abroad. Practise talking about them, using these phrases for comparison.

Compared to ..., this is far more ...	What sets this apart is ...	While ..., ...
This is nowhere near as ... as ...	What makes ... stand out is ...	

3 Useful language Making suggestions

3a Write a two-letter word in each gap to complete the highlighted phrases.

- 1 One possibility worth considering the photo showing the two women.
- 2 It might be a good idea consider each one in turn.
- 3 Perhaps we should give some serious thought picture A.
- 4 We could explore the option including an image that shows only the positive side.
- 5 What we chose this one?

3b  ³⁷ Listen and check. Practise saying the phrases, using the same stress and intonation.

3c Look at the word or words immediately following the highlighted sentence starters in Exercise 3a. Write the part of speech above them: gerund, noun phrase or verb (specify the form of the verb).

Remember!

Nouns or noun phrases can be used instead of gerunds, and vice versa.

Example: 1 One possibility worth considering is ^{noun phrase} the photo showing the two women.

3d Imagine a friend has decided to take the C2 Proficiency test, but they don't know anything about it. Think of some suggestions for how they could get ready for the test. Use the highlighted phrases in Exercise 3a (you can change we to you).



Test 2 Exam practice

Speaking Part 2

- 1  38 Look at the exam instructions and the pictures on page C6. Then listen and complete the exam task. Record yourself speaking if possible.

Part 2 (approximately 4 minutes / 6 minutes for groups of three)

2 Magazine article – helping others

Interlocutor

Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

Place **Part 2** pictures on page C6 in front of the candidates.

Select **two** of the pictures for the candidates to look at*.

First, I'd like you to look at pictures * and * and talk together about what you think might have happened before each picture was taken.

You have about a minute for this, so don't worry if I interrupt you.

(2 minutes for groups of three)

Candidate

 1 minute
(2 minutes for
groups of three)

Interlocutor

Thank you. Now look at all the pictures.

I'd like you to imagine that a magazine is planning an article on the benefits and challenges of helping others. These are some of the pictures they are considering using to accompany the article.

Talk together about the benefits and challenges of helping others as shown by these pictures. Then choose which picture should be used to accompany the article.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates

 3 minutes
(4 minutes for
groups of three)

Interlocutor

Thank you.

- 2  39 Listen to the sample responses and compare them to yours.

- 3 Think about these questions.

- Did you use speculative language?
- Did you develop the discussion?
- Did you make suggestions?

Advice

The task asks you to talk about what the pictures are trying to show. Use speculative language like *This picture suggests ..., I think this one is trying to convey ..., This could be interpreted as ..., The photographer might be drawing attention to ...*

Tip! Stick to the suggested time limits to simulate real exam conditions and get a sense of what you can do in the time available.

Tip! Listen carefully to the instructions and look at the title on the visuals sheet. The title reminds you of the context and topic of the task. This will help you have a focused discussion and work towards an appropriate outcome.

Review

Complete the notes about Speaking Part 3. If you need help, read the Task information on page 65.

- Long turn:** Read the question and the 1 Talk individually about the topic for 2 minutes.
Your partner will answer a question about your topic. The interlocutor will ask if you 3 or not with your partner's opinion. 4 to your partner during their long turn and answer a question about their topic.
- Discussion:** Answer questions on the 5 topic as the long turns.
- Timing:** Part 3 lasts about 6 minutes (15 minutes for a group of three candidates).

1 Focus on Discourse Management

1a Match the assessment criteria for Discourse Management (1–3) with the explanations (a–c).

Discourse Management	What does this mean?
1 Produces extended stretches of language with ease and with very little hesitation.	a Answers are clear, easy to follow and related to the task or question.
2 Contributions are relevant, coherent and varied.	b Organises what they say and shows relationships and connections between different ideas. Uses a wide variety of connectors (<i>on the other hand, in addition to that, even though, etc.</i>) and other words and phrases to add meaning (<i>actually, I mean, anyway, etc.</i>).
3 Uses a wide range of cohesive devices and discourse markers.	c Speaks for a length of time appropriate to the task (a few sentences in Part 1, but can speak for two minutes in Part 3 long turn without difficulty).

1b  **40** Listen to Paolo completing his two-minute long turn during Part 3 of the Speaking test, using this question and ideas, and decide whether the statements below are *True* (T) or *False* (F).

To what extent does having too much self-control limit a person's ability to enjoy life?

- spontaneity
- stress
- balance

- | | |
|--|-----|
| 1 Sufficiently extended response (spoke for two minutes). | T F |
| 2 Very little hesitation. | T F |
| 3 Answered the question and stayed on the topic. | T F |
| 4 Organised what he said in a clear and logical way. | T F |
| 5 Used a wide range of cohesive devices and discourse markers. | T F |

2 Useful language Evaluative discourse markers

2a  ⁴¹ Listen to Klara answering the question *How much should parents monitor or control the online activity of their children?* during her Part 3 long turn. Who do you think scored higher in Discourse Management: Paolo or Klara? Why?

2b  ⁴¹ Listen again. Note down any words or phrases that Klara uses to organise and weigh up different sides of an argument.

2c Write the missing words to complete the discourse markers.

- 1 , to be honest, freedom and safety have their benefits when it comes to kids online.
- 2 , it's totally understandable that parents want to protect their children from harmful content or even other people on the internet.
- 3 , too much control can easily backfire.
- 4 some monitoring is necessary – especially for younger kids – the importance of teaching digital responsibility.
- 5 parental controls seem like a practical solution, how important it is to build trust.
- 6 keeping children safe allowing them to develop independence online.
- 7 , there's no perfect formula – it really depends on the child and their maturity, I think empowering kids to make good choices is more effective in the long run than trying to control everything.

Remember!

Using a wide range of discourse markers like these will not only boost your Discourse Management score, the complex vocabulary and structures will also benefit your marks for Grammatical Resource and Lexical Resource.

2d  ⁴² Read the Part 3 discussion questions about power and control below. Think about how you would respond. Then listen and respond using some of the discourse markers in the box.

- 1 How much control should technology companies have over what content appears on social-media platforms?
- 2 Should schools have the authority to discipline students for the way they behave both inside and outside school? (Why? / Why not?)
- 3 To what extent should governments be allowed to limit personal freedom in the name of national security?
- 4 Is it ever justifiable for employers to monitor employees' activity in the workplace? (Why? / Why not?)
- 5 Do powerful individuals, such as celebrities or influencers, have a responsibility to manage their public image for the sake of their audience? (Why? / Why not?)

While it's true that ..., we shouldn't ignore ... On the one hand, ... That said, ...
 Even though ..., it's also worth considering ... There's a trade-off between ... and ... Admittedly, ...
 That's a tough call, since ...

Tip! These are useful phrases to show you're thinking critically, weighing up various aspects and showing awareness of alternatives or trade-offs.

Remember!

The examiner might not address you by name, so be ready to initiate the discussion.



C2 Proficiency students can make errors with the spelling of *Admittedly*: ~~Admittedly~~, ...

3 Useful language Dealing with unexpected questions

3a  ⁴³ Listen to a student talking about how she has learned to deal with unexpected questions in the exam. Write down any useful advice.

3b Write the strategies in the box next to the useful phrases.

Ask for clarification Use a filler to buy time Think aloud

- | | |
|---------|--|
| 1 | <i>I haven't considered that before.
That's an interesting one.
That's a really good question.</i> |
| 2 | <i>I guess it depends on how you look at it.
So, the first thing that springs to mind is ...
Well, off the top of my head, ...</i> |
| 3 | <i>Do you mean ...?
Are you asking whether ...?</i> |

3c  ⁴⁴ You're going to hear five questions on the theme of transitions and change that people experience in their lives. Listen and respond to each question. Practise using the phrases from Exercise 3b at the beginning of your responses.

Remember!

You can acknowledge other opinions as well as your own, using phrases like *It's widely believed that ...*, *There's an argument that ...*, *The general consensus is ...*. Introduce a contrasting view with phrases like *Some might refute this by saying ...*, *Some people may take an opposing view, considering ...*

Tip! It's perfectly acceptable to ask the examiner to repeat a question or to check that you understood the question correctly.

Tip! Memorise and practise using these phrases to help you deal with unexpected questions.

Tip! The interlocutor may encourage you to say more by asking *Why?* or *Why not?* as a follow-up to their question. Don't worry if this happens, just answer their question. Practise including reasons and examples for your point of view when answering questions so that your answers are more extended.



C2 Proficiency students can use *On the one hand* incorrectly, as they do not include *the*: *However, whereas on one hand on the one hand* working remotely has its advantages, on the other hand it also has disadvantages.

- 1 Read the exam instructions and look at the questions and ideas on page C7. Practise answering the questions, following the suggested time. Record yourself speaking if possible.

Part 3 (approximately 10 minutes)

2 Physical space and wellbeing

Interlocutor

Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

A

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place **Part 3** prompt card **Task 2(a)** from page C7 in front of Candidate A.

Please let (Candidate B) see your card. Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate A

⌚ 2 minutes

Interlocutor

Thank you.

Interlocutor

Ask **one** of the following questions to Candidate B:

- In what ways might the presence or absence of silence and quiet zones in cities affect mental health?
- In overcrowded established cities, what can be done to promote the wellbeing of its inhabitants?
- Was wellbeing sufficiently considered in the urban planning of the place where you live? (Why? / Why not?)

Invite Candidate A to join in by selecting one of the following prompts:

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

Candidates

⌚ 1 minute

Interlocutor

Thank you.

Task 2(a)

To what extent does urban planning have an impact on wellbeing?

- green space
- transport networks
- public buildings

Tip! Focus on the question, not the prompts. Answer the question using your own ideas, using the prompts as support in case you need help getting started or run out of ideas during your turn.

Interlocutor Now (Candidate B), it's your turn to be given a question. Here is your card.

Place **Part 3** prompt card **Task 2(b)** from page C7 in front of Candidate B.

B

Please let (Candidate A) see your card. Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate B

 2 minutes

Interlocutor Thank you.

Interlocutor Ask one of the following questions to Candidate A:

- In what ways might the design of a workspace influence creativity and innovation?
- How might the sensory elements of a workspace – such as lighting, acoustics or scent – affect an employee's emotional wellbeing over time?
- Do you think people consider the potential impact of the physical working environment when looking for a job?

Invite Candidate B to join in by selecting one of the following prompts:

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

Candidates

 1 minute

Interlocutor Thank you.

Task 2(b)

How important is it for employers to provide a comfortable physical working environment for their employees?

- health
- productivity
- employer/employee responsibilities

Tip! Keep glancing at the question on the task card to keep your answer focused. You can use the prompts if you want, but add your own points to show how you can develop ideas.

Interlocutor

 up to 4 minutes

Now, to finish the test, we're going to talk about 'physical space and wellbeing' in general.

Address a selection of the following questions to both candidates:

- **How much should governments consider the wellbeing of their citizens when making new policies?**
- **To what extent should individual workers be encouraged to personalise their own workspace?**
- **Decluttering is an act of self-care and promotes wellbeing. How far do you agree with this statement?**
- **To what extent should cultural differences in perceptions of personal space be respected in shared environments such as schools, workplaces or public transport?**
- **Can the concept of 'home' exist independently of physical space? (Why? / Why not?)**
- **How does the concept of gendered spaces shape the way different people experience and interact with those environments?**
- **Some people say that access to natural environments is a basic human need rather than a luxury. What's your view on that?**

Interlocutor

Thank you. That is the end of the test.

- 2** Listen to your recording and look at the assessment criteria in Exercise 1 on page 116. How do you feel about your responses? Complete the sentences.

I think I did well in ... because ...

I can work on this by ...

I feel I can improve in ...

Overall, I feel ... because ...

- 3**  ⁴⁵ Listen to the sample responses and compare them to yours.

Advice

Questions that start with *To what extent* are common in Part 3. Answer these by weighing up different sides of the question, explaining your own position and giving reasons for your opinion.

Tip! Watch a real C2 Proficiency Speaking test on the Cambridge Exam Preparation website. Look at the examiner comments to help you understand what the candidates did well and where they can improve.

Questions 1–8

For each question, choose the correct answer.

Mark your answers **on the separate answer sheet**.

Language in science fiction

The book entitled *Translating the Non-human* sets out to investigate what science fiction can teach us about language. The writer begins by **1** the simple question: why, in so many sci-fi stories, do the aliens have such a good **2** of English?

There's no **3** that a key feature of sci-fi is that anything is possible in the world created by the author. Having said that, however, some ideas do **4** the test of time better than others. For example, the idea that aliens had **5** to a simple hand-held device that allowed them to operate successfully in whatever language they encountered may have seemed far-fetched to readers in the mid-twentieth century, but wasn't so **6** of the mark as a technological prediction.

Science fiction, of course, has a long and respectable history of inventing such **7** of equipment, some of which inevitably will feel less plausible to the modern reader than others. The book looks at a number of classic sci-fi novels, putting both the aliens' use of language and the **8** technology under the spotlight in each one.

- | | | | | |
|----------|----------------------|-----------------------|---------------------|---------------------|
| 1 | A casting | B pitching | C sowing | D posing |
| 2 | A capacity | B command | C aptitude | D prowess |
| 3 | A disagreeing | B rejecting | C denying | D opposing |
| 4 | A stand | B meet | C keep | D beat |
| 5 | A option | B availability | C benefit | D access |
| 6 | A broad | B distant | C wide | D remote |
| 7 | A articles | B objects | C pieces | D models |
| 8 | A respective | B correlated | C equivalent | D associated |

Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.
Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Companion planting

Tomato growers have long believed in the benefits of what is termed 'companion planting'. This is where pests are deterred by the planting of aromatic herbs such as basil around tomato crops. It's certainly an appealing idea, but how well do such claims actually stack **9** scientifically?

10 companion planting is claimed to bring a whole range of benefits, the most commonly heard is **11** it improves both the yield and flavour of tomatoes. Various studies have set out to test this hypothesis, all of **12** came up with pretty consistent findings regarding yield. It seems the presence of the herb does reduce infestations of pests like whitefly **13** herbs themselves produce volatile compounds with pest-repellent properties. But this protective effect doesn't necessarily translate into higher tomato yields, possibly **14** to the herbs competing with the tomatoes for nutrients, light and water.

So **15** , relatively few studies have investigated flavour, and those that have report little or no appreciable difference – neither in objective, quantitative measures like sugar or acidity levels **16** in subjective measures like taste-tests.

Questions 17–24

Read the text below. Use the word given in CAPITALS on the right to form a word that fits in the gap. Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Ancient tracks in the mud

The latest radiocarbon-dating techniques have established that some parallel tracks found by archaeologists in **17** mud in New Mexico were made around 22,000 years ago. The discovery is **18** of great significance, not only because it represents one of the earliest known uses of transport technology, but also because it provides some of the oldest evidence of a human **19** in the Americas.

Crucially, indigenous peoples from the region were involved as members of the excavation team, and it was their suggestion that the **20** linear marks could have been made by a *travois*, a type of vehicle particularly associated with their culture. A travois is **21** a type of wooden frame used for transporting goods. It has no wheels and can be horse drawn, but the survival of some human **22** in the mud suggest that this one was pulled by people.

Although by no means **23**, the finding underlines the value of an **24** approach to archaeology that draws upon both the latest technology and cultural knowledge.

Keyword List
17 FOSSIL
18 DOUBT
19 PRESENT
20 ENIGMA
21 ESSENCE
22 FOOT
23 PRECEDENT
24 INCLUDE

Questions 25–30

For each question, complete the second sentence so that it means the same as the first, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

- 25 From everything I was told, I believed that the flight was fully booked.

LED

I was seats left on the flight.

- 26 Paolo never imagined that the minister would reply to his letter in person.

OCCURRED

It never personal reply to his letter from the minister.

- 27 Despite the thick gloves she was wearing, Martina's hands still felt like blocks of ice.

THOUGH

Martina's hands felt like blocks of ice, thick gloves on.

- 28 I can assure you that I absolutely don't intend to buy a sports car.

WHATSOEVER

I can assure you that I have a sports car.

- 29 Salima would never have spotted her error if she hadn't re-read her essay very carefully.

DID

Only manage to spot her error.

- 30 Because she was ill, the writer never finished her final novel.

LEFT

The writer's final novel to illness.

Questions 31–36

Read the review of a book about the environment. For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

Is a River Alive?

A new book by Robert Macfarlane poses the question.

Robert Macfarlane is one of Britain's best-read writers on the natural environment, and the title of his latest book poses an intriguing question. At one level, *Is a River Alive?* is a travelogue of adventuring in extreme environments: a lucid, lyrical addition to a genre Macfarlane has made his own. His odyssey through the cloud forests of Ecuador, the drought-stricken rivers of Chennai in India and tumultuous rapids in north-east Canada has it all: larger-than-life companions, astonishing revelations about the natural world and inadvisable levels of risk, including some particularly scary white-water kayaking. Like all good odysseys, it's a journey of psychological and spiritual self-discovery with a profound sense of *nostos*, an Ancient Greek word meaning 'the journey home'. But it's much more than that.

This is a quest with an agenda and an urgency, and one that puts its cards on the table from the outset. If a river is alive, our perceptions, laws and politics must change course to recognise that, Macfarlane argues. That recognition must be rapid, because we're already seeing the consequences of treating rivers – and the natural world – as 'limitless source and limitless sump', as he puts it. As an illustration, think of Lake Ontario in the 1990s, which he suggests was so chemically polluted that you could develop photographic film in its water.

This is new territory for Macfarlane, who shows a sharper critical edge than in his earlier work, but also engages more personally and emotionally with his material. Wrecked or restored relationships between humans and the natural world prompt the writer to throw down a moral gauntlet to those who hold economic and political power. While lacking the anger found in Indian author Amitav Ghosh's polemic *The Nutmeg Curse*, Macfarlane comes to comparable conclusions. Ghosh declares in his book that 'if non-human voices are to be restored to their proper place, then it must be, in the first instance, through the medium of stories'. *Is a River Alive?* seeks to do that.

Macfarlane engages seriously with knotty complexities. A river may be alive, but not in any way that can be readily incorporated into human systems. 'If you interrogate a mystery, don't expect answers in a language you can understand,' he muses. He also insists on the necessity of opening our perceptions to the life of and in a river: 'to imagine that a river is alive causes water to glitter differently.' Macfarlane adopts an animist outlook, declaring non-human entities to have voices and worth in and of themselves. His stance is part of a wave of debate and writing that is transporting such beliefs from the margins of Western scholarship into mainstream literature.

This is vital work, but the challenge shouldn't be overestimated. If you address these questions from a government perspective, you quickly get bogged down in legal systems and questions of ownership. The result, critics say, is ecological injustice, silencing the voices of non-humans and of the humans who speak up for them. Yet action to give legal rights to rivers is increasing, from the Río los Cedros in Ecuador to the Whanganui in New Zealand. These are important victories, and work to foreground the rights of nature is gathering pace in the UK. In my own city of Sheffield, my colleagues and I are part of a growing network of academics and community organisations working with the River Don project, exploring how the river that runs through our city centre could be given a voice, legal status and, we hope, stronger protection from environmental damage. This work joins an increasing flow of thinking in universities, cities and communities that challenges 'extractive' mindsets. But such voices remain sidelined even as the evidence of the damage wrought by the unrestrained exploitation of Earth becomes starker.

My own research has shown how 'logics of inaction' persist – even when policymakers know they need to invest in and protect the natural world in cities, urban parks and wild places, they find reasons to avoid doing so. More often than not, it comes down to money – finances are too tight or the benefits aren't obviously quantifiable. Even when the benefits of natural spaces are compiled and described in terms that pose no philosophical challenge – they support human health and wellbeing, relationships, participation in society – these benefits are deemed insufficient to stop the cycle of neglect. *Is a River Alive?* may not stem the tide of environmental destruction. But for those frustrated by the logics of inaction of short-term decision-making, it provides timely and necessary inspiration.

31 In the first paragraph, the reviewer explains that Macfarlane's new book

- A** features an even wider range of destinations than previous ones.
- B** uses a wish to push personal boundaries as its starting point.
- C** contributes to a body of work with broadly similar themes.
- D** includes philosophical reflections he hasn't shared before.

32 The reviewer gives the example of Lake Ontario to underline

- A** how realistic it is to expect Macfarlane's views to be accepted.
- B** the scale of the environmental issues that Macfarlane tackles.
- C** how influential Macfarlane's writing has been in past debates.
- D** the gravity of the issues Macfarlane feels a need to highlight.

33 The reviewer suggests that Macfarlane and Ghosh share

- A** a common view about what has exacerbated key issues.
- B** a similar level of indignation in their analysis of certain events.
- C** an opinion about the best way to communicate a particular message.
- D** a belief in the value of appealing directly to those in positions of power.

34 In the fourth paragraph, the reviewer says that Macfarlane

- A** can be seen as contributing to a wider shift in thinking.
- B** sometimes has a tendency to dwell on unsolvable difficulties.
- C** underestimates how challenging readers will find his perspective.
- D** appreciates the need to create memorable images to back up his ideas.

35 The reviewer mentions a river in his home city to illustrate how

- A** much can be achieved by concerted local action.
- B** difficult it can be to change established viewpoints.
- C** unexpected obstacles can delay well-intentioned policies.
- D** influential projects in other parts of the world have been.

36 In the final paragraph, the reviewer is

- A** suggesting that Macfarlane's input is unlikely to be widely read.
- B** explaining how her own studies back up Macfarlane's conclusions.
- C** expressing her gratitude for Macfarlane's contribution to a debate.
- D** outlining areas in which Macfarlane's support will have most impact.

Questions 37–43

Read the magazine article about the health benefits of heavy-metal music. Seven paragraphs have been removed from the text below. For each question, choose the correct answer. There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet**.

Heavy-metal therapy

Can listening to heavy-metal music be good for our health?

Metal music is a fascinating force. Beneath the incessant beat and distorted guitar sounds lies something more than noise – something capable of stirring deep emotion. What's more, there's an increasing body of evidence that, despite its abrasive surface, forms of metal music can offer a surprising level of comfort and connection to devotees. This raises a compelling question: could the emotional and physical intensity of metal music actually be good for us?

37

While existing music therapy often favours calm, acoustic tones, researchers are beginning to explore whether there could be any basis to those anecdotal reports. Could the aggressive nature of metal actually provide space for emotional processing, release of stress and other benefits? Maybe the path to better health lies not in gentle melodies alone, but also in the cathartic roar of metal.

38

What's more, they put forward this notion despite the fact that the genre often employs the tritone – a music interval which was allegedly banned in parts of medieval Europe due to its discordant, ominous sound. There is, it seems, no scientific evidence to suggest that this has a negative effect on the listener. Indeed, music of many different types has been used as a healing tool since ancient times. In Ancient Egypt, the harp was used as treatment for physical and mental illnesses, and in Ancient Greece, similar methods were followed, as it was thought that music could provoke strong emotions to purify the soul.

39

Far from being a destabilising influence, the presence of a strong metal scene there appeared to align with enhanced wellbeing and greater emotional resilience. It's a finding that resonates with the wider notion of the therapeutic potential of music. In fact, the use of music in combination with other therapies has been widely found to have positive results. Other studies have shown that music, when integrated with treatments like cognitive behavioural therapy (CBT) or mindfulness, can improve emotional control, reduce anxiety and even lower levels of physical discomfort.

40

The assertion is, for example, that because the genre's themes often centre around struggle, alienation and inner turmoil, it could

resonate more deeply with people who may feel left out in other contexts. For them, metal isn't a source of distress, but a mirror and a release. What initially appears chaotic or aggressive may, in reality, offer a safe space and a path to healing. 'It's similar to green therapy,' says Angela Glaves, a mental-health nurse and co-founder of the support group Heavy-Metal Therapy. 'The term "wellness" can be overused and sometimes puts additional pressure on people to do certain things to appear "well". So, we created "alternative wellness", where instead of practising mindfulness to calming music – which might not be everyone's cup of tea – we listen to Metallica.'

41

The positive health impact of listening to recordings of metal music in the sessions Angela's group organises may also be linked to the energetic pace. Indeed, there may be a parallel with choosing to listen to fast-paced rather than soothing music at the gym. The lyrics may also play a part to some extent. Various studies have shown that swear words help release pent-up feelings more than neutral words when spoken equally energetically.

42

The physical intensity and communal atmosphere of the event itself seems to create a sensory environment where such discomfort is dulled and emotional release takes centre stage. Rather than amplifying stress, the drums and guitars may trigger the body's natural responses, providing a kind of anaesthesia. For many, the experience isn't just about the music, but about release and the comfort found in noise. So, what might look chaotic from the outside can, for those inside, become a safe space for healing.

43

This is because, as medicine looks toward the next decade, embracing creative and evidence-based approaches like music therapy could significantly enhance the ability to deliver on those objectives, whilst also providing more holistic, more patient-centred care. In this way, pushing the boundaries of music therapy to include genres such as metal offers potential benefits for both mental and physical health, encouraging wellbeing in ways that complement conventional medical treatments with minimal use of resources.

- A** As one researcher explains, that shared community setting means the music can act as an emotional release because there's a normalisation of things like being angry. There's a sense of 'others experience this too', which can be quite comforting and reduces the weight of the emotions a little bit.
- B** Given the superficial perception of the genre as something essentially loud and angry, however, it's no surprise that many find it intimidating. For anyone outside that loyal fan base, it's hard to imagine how visceral screaming and faces dramatically painted in black and white could be seen as beneficial to health; yet many fans claim first-hand experience of its healing qualities.
- C** Inevitably, as with every genre, it spawns a community of fans. Tucked away in a London suburb is Raven Records. From the outside, it just looks like a heavy-metal record shop. On the inside, however, it dedicates itself to inclusivity and wellbeing, providing a café that acts as a base for local fan groups, but also hosting regular wellness events centred around metal music.
- D** It's a line of academic enquiry which challenges long-standing stereotypes that associate the genre with violence, nihilism or psychological harm, suggesting instead that it may offer a meaningful cultural outlet – a way for people to connect, express difficult emotions and build supportive communities. In this light, researchers suspect, metal isn't just loud or rebellious, it might also be quietly life-affirming.
- E** The growing evidence supporting the beneficial effects of engagement with metal music, whether that's via organised therapy or simply by attending live music events, demonstrates its powerful role beyond simple entertainment. These findings resonate strongly with the growing commitment to providing more non-pharmacological treatments in public-health services.
- F** Contemporary sociological research is now tapping into this rich tradition and applying it to metal music. When researchers analysed socio-economic and health data across regions in Finland, they found a surprising correlation: areas with more metal bands per capita experienced better public-health outcomes.
- G** While mental health clearly stands to benefit from both these aspects of metal music, there could also be parallel impacts on physical health. In fact, according to one study, attending a thrash-metal festival may even help to reduce the perception of pain.
- H** As a result, the academic community is increasingly coming to recognise that whilst most formal music therapy tends to feature gentler genres, there's no reason to exclude the possibility that, for certain individuals, the emotional intensity of metal music might provide a more authentic and effective outlet.

Questions 44–53

Read the review article which discusses two books about dinosaur fossils. For each question, choose the correct section (A–D). Each section may be chosen more than once.

Mark your answers **on the separate answer sheet**.

New insights into dinosaur fossils?

Two books delve into this fascinating subject.

A

Fossils generally, and dinosaur fossils in particular, are as rare as they're unlike modern animals, and humans have always been drawn to them. The modern science of palaeontology is thoroughly scientific and systematic, and novel ways of extracting real and accurate information from old bones and other artefacts are constantly emerging. This exploration is documented in two new books, from contrasting yet complementary viewpoints. In *My Beloved Brontosaurus*, the science writer Brian Switek traces his obsession with dinosaurs back to a childhood museum visit, when he stood entranced before a giant *Apatosaurus* fossil that was mislabelled 'Brontosaurus'. Uncovering this blunder later did nothing to dent his passion for the creature itself – nor for the subject in general. Switek's prose is crisp and clean, and moves at quite a pace. Lance Grande's *The Lost World of Fossil Lake* is more a book to browse. Whereas Switek weaves a narrative as he describes dinosaurs, Grande chats as he guides us through pictures of their fossils. Both are excellent ways to explore prehistory – and show evolution in action, normally hard to see in a human lifetime. By looking back millions of years, we can grasp our rich evolutionary heritage.

B

The palaeontologists John Ostrom and Robert Bakker launched a dinosaur revival in the 1970s by showing that dinosaurs were active, dynamic creatures, not lethargic tail-draggers like the old *Brontosaurus* of Switek's youth. And the 1996 discovery of the feathered dinosaur *Sinosauropteryx* thoroughly transformed our vision of the two-legged predatory species, such as *Velociraptor* and *Tyrannosaurus Rex*, that eventually gave rise to birds. Initially, Switek had some misgivings about these – after all, dinosaurs were supposed to look mean and scabrous. But the evidence was soon overwhelming and provided key support for Ostrom's earlier proposal that birds had evolved from small, swift predatory dinosaurs and also mirrored the development of other features associated with flight. Feathers made the evolutionary trend clear even to those who couldn't tell a femur from a furcula. Written around his visits to see important fossils, Switek's book is something of a travelogue as well as a chronicle built from years of blogging about dinosaurs. I especially appreciated his vivid recollection of a visit to the Wyoming Dinosaur Center – a surprisingly dull venue, considering that it houses the only *Archaeopteryx* in the USA.

C

In *My Beloved Brontosaurus*, Switek does a good job of keeping up with the latest refinements in dinosaur science. Crucially, his enthusiasm is infectious as he writes about the weird and the wonderful. Lance Grande's *The Lost World of Fossil Lake* is also a catalogue of wonders, detailing the fossils that accumulated on the lake floor after the dinosaurs supposedly bit the dust due to an asteroid impact. For a few tens of thousands of years – a fleeting moment in geological time – optimal conditions for fossilisation prevailed. Being handed one such fossil as a student was a pivotal moment for Grande. 'It was a beautiful piece that required little effort to imagine as a living creature,' he recalls. When asked to identify it, a geology professor replied: 'I won't tell you, but take my vertebrate palaeontology course, and you'll get there yourself.' Grande did, and was so captivated he switched major from economics to palaeontology.

D

Despite the varied and complex theories put forward to explain the enduring fascination with dinosaurs and fossils, it mostly boils down to human curiosity. We explore the past as we explore the environment: to better understand the world. The past may appear done and dusted, but much of it remains unknown. Those gaps used to be filled with exotic tales of lost worlds and vanished civilisations, where fossils were relics of legendary events. As a curator at a Natural History Museum in Chicago, Grande remains enthralled by the prospect of filling them, and it really shows. Amongst the almost countless colour images, the most stunning show perfectly articulated stingrays, with images of dragonflies a close second. Then there are the fish, some with the tail of a smaller fish grotesquely hanging out of their mouths. These fossils offer more than beauty: they preserve in wonderful detail early forms of modern creatures, including the first bats in the fossil record, making them vital windows into evolution.

In which section does the reviewer

explain the circumstances leading to a key decision by one of the writers?	44
imply that the two books might be approached in different ways by the reader?	45
claim that one writer's love for his subject is transferred to the reader?	46
seek to account for the ongoing appeal of the overall subject matter to readers?	47
express a personal preference for some of the fossil remains featured in one book?	48
outline how the popular image of dinosaurs has been revised over the years?	49
single out a particular passage from one of the books for praise?	50
describe why one particular set of fossil specimens is so highly valued?	51
stress one writer's ongoing commitment to the pursuit of knowledge about dinosaurs?	52
refer to the dynamic nature of the modern study of dinosaur fossils?	53

Question 1

You **must** answer this question.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible and include your own ideas in your answer.

Write your answer in **240–280 words** on the separate answer sheet.

1 A matter of time

People make new friendships at different stages of their lives. But for most of us, the strongest bonds are with the friends we made in our childhood. Even if you rarely meet, there's something special about knowing someone for a long time that seems to make it easy to just resume where you left off without any awkwardness. Powerful shared experiences also bring people closer together. Inevitably, the longer the friendship, the more likely you are to have gone through important life experiences together, being there for each other in the best and the worst of times.

Two of a kind

Sometimes you meet someone and you immediately click. You feel comfortable together because you realise that you share the same basic values. Does this mean that such a relationship will lack any excitement? Far from it. Misunderstandings and fallings out may well arise from time to time, but the foundations of the friendship are so solid that they will not be seriously shaken by any superficial disagreement. Close friends also tend to have a sense of humour in common. For many of us, it is impossible to imagine being close to someone if you do not find the same kinds of things amusing.

Write your **essay**.

Questions 2–4

Write an answer to **one** of the questions in this part.

Write your answer in **280–320 words** in an appropriate style on the separate answer sheet.

Put the question number in the box at the top of the answer sheet.

- 2** An international social-studies magazine has requested articles on the topic of collecting things. You decide to submit an article, briefly describing two contrasting collections belonging to people you know and explaining to what extent you think that they would be of interest to the general public. You should also analyse why collecting holds an appeal for many people.

Write your **article**.

- 3** You work for an international company and were recently asked to take an online language course. Now your manager has asked you to write a report. In your report, you should briefly outline what the course covered and explain whether you would recommend it for other members of staff. You should also assess the effectiveness of online language courses compared with traditional classroom language courses.

Write your **report**.

- 4** A popular English-language magazine has invited readers to send in letters about a place of historic interest in a country they know. You decide to submit a letter, briefly describing such a place and explaining why it is of particular significance. Your letter should also evaluate the importance of countries preserving historic sites.

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

Questions 1–6

You will hear three different extracts. For each question, choose the correct answer. There are two questions for each extract.

Extract One

You hear part of an interview with a chef about using native Australian ingredients.

- 1 Why does the chef use native ingredients in her dishes?**
 - A** to recognise what has shaped Australian cuisine
 - B** to educate diners about native cooking techniques
 - C** to stand out from her local competitors

- 2 What reason does the chef give for preferring native ingredients to non-native ingredients?**
 - A** They are more popular with customers.
 - B** They are easier to source than imported ingredients.
 - C** They bring a superior flavour to dishes.

Extract Two

You hear a man recounting a story to a friend about a wedding he recently attended.

- 3 What caused the problem on his journey?**
 - A** a communication error
 - B** an unavoidable delay
 - C** a failure of planning

- 4 How did the man react to the problem?**
 - A** He was surprised he'd made such a mistake.
 - B** He was able to see the funny side of it.
 - C** He was pleased that he didn't overreact.

Extract Three

You hear part of a radio interview about a local art exhibition.

5 What does the man suggest about the people who put the exhibition together?

- A** They were brave in their approach.
- B** They included too wide a variety of artists.
- C** They chose a controversial theme.

6 What observation does the man make about young artists?

- A** They often choose unusual topics which have limited appeal.
- B** Their work tends to get dismissed due to a lack of life experience.
- C** They can feel disheartened by negative reviews of their work.

Questions 7–15

You will hear a man called Ben McBride giving a talk to students about working as a field officer for a rural development agency. For each question, write the correct answer in the gap. Write a word or short phrase.

Ben says that recent amendments to farming laws have put more **7** demands on farmers nowadays.

Ben describes the regulations governing financial assistance for farmers as **8**

Ben explains how field officers' **9** help farmers get certain resources to meet their specific needs.

According to Ben, **10** is key to ensuring the smooth running of farm visits.

Ben highlights his ability to show **11** qualities in order to gain farmers' trust.

According to Ben, **12** can often be the reason behind on-the-spot questions from farmers.

In Ben's example visit, the farmer quizzed him about the **13** of some natural soil treatment products she was considering.

Ben is keen to point out that all farm visits must be fully **14**

The final paperwork of farm visits can be stressful, due to the **15** involved.

Questions 16–20

 48 You will hear part of a podcast discussion between two psychologists, Paul Franklin and Caroline Jenkins, on the topic of crowd psychology. For each question, choose the correct answer.

16 How does Caroline explain her fascination with crowd behaviour?

- A** Interpretations of it vary wildly between different academic institutions.
- B** It's driven by psychological factors with unpredictable consequences.
- C** Studies about it question its role in modern society.
- D** Findings about it challenge individual preconceptions.

17 Why does Paul give the example of people's behaviour in the Petrified Forest?

- A** To challenge Caroline's view about following others
- B** To demonstrate how individuals may follow a crowd without fully understanding why
- C** To suggest that individuals often follow a crowd out of fear
- D** To confirm the unfavourable outcomes of following others

18 Caroline mentions rice in order to

- A** show a modern instance of ingrained behaviour.
- B** highlight how rapidly behaviours can change.
- C** illustrate how baseless some fears can be.
- D** show how a crowd can be influenced by the actions of a group.

19 According to Paul, what does behaviour at sports matches illustrate about heightened emotions?

- A** They can be brought under control.
- B** They can transform rapidly.
- C** They can be a mixed blessing.
- D** They can reinforce group bonding.

20 Caroline ends by stressing that behaviour in crowds

- A** tends to follow conventional patterns in stressful situations.
- B** can make people act out of character in a given situation.
- C** provides insight into an individual's core personality traits.
- D** often leads to cooperation when presented with a challenge.

Questions 21–30

 49 You will hear five short extracts in which stunt performers are talking about their work. For Task 1, choose from the list (A–H) what prompted each speaker to get into the stunt industry. For Task 2, choose from the list (A–H) how each speaker feels about their industry. For each question, choose the correct answer.

While you listen, you must complete both tasks.

Task 1: choose from the list (A–H) what prompted each speaker to get into the stunt industry.

- | | | |
|-----------|----------|--|
| Speaker 1 | 21 | A hearing stories of stunts |
| Speaker 2 | 22 | B working as a film extra |
| Speaker 3 | 23 | C noticing a gap in the market |
| Speaker 4 | 24 | D helping out on a set |
| Speaker 5 | 25 | E researching ways to make money |
| | | F hearing about a local opening |
| | | G making friends with stunt performers |
| | | H meeting someone by chance |

Task 2: choose from the list (A–H) how each speaker feels about their industry.

- | | | |
|-----------|----------|---|
| Speaker 1 | 26 | A proud of the acknowledgement they receive |
| Speaker 2 | 27 | B worried about the frequency of work |
| Speaker 3 | 28 | C encouraged by increasing diversity |
| Speaker 4 | 29 | D alarmed that it's more dangerous |
| Speaker 5 | 30 | E concerned about new competition |
| | | F keen for improvements to continue |
| | | G frustrated with the financial conditions |
| | | H pleased with the rising professionalism |

- 1** Read the exam instructions. Then practise answering the questions.

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor **Good morning / afternoon / evening. My name is and this is my colleague And your names are ?**
Thank you.

First, we'd like to know something about you.

Where do you live, (Candidate A)? And you, (Candidate B)?

[address Candidate B] **Are you working or studying at the moment?**

[address Candidate A] **And you?**

Select a further question for each candidate:

- **What would be your perfect place to live?**
- **How easy is it for you to travel to your place of work or study?**
- **In what situations do you feel most confident using English?**
- **How important is it for you to spend time alone?**
- **How do you organise your time?**

Candidates

Interlocutor **Thank you.**

- 2**  **50** Listen to the sample responses.

- 1** Read the exam instructions and look at the pictures on page C8. Then, if possible, work with a partner to complete the exam task. Record yourself speaking.

Part 2 (approximately 4 minutes / 6 minutes for groups of three)

3 TV documentary – sustainable fashion

Interlocutor

Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

Place **Part 2** pictures on page C8 in front of the candidates.
Select **two** of the pictures for the candidates to look at*.

First, I'd like you to look at pictures * and * and talk together about what the people might be thinking.

You have about a minute for this, so don't worry if I interrupt you.
(2 minutes for groups of three)

Candidates

 1 minute
(2 minutes for groups of three)

Interlocutor

Thank you. Now look at all the pictures.

I'd like you to imagine that a TV documentary is being created on ways to support sustainable fashion. Here are some pictures showing aspects of sustainable fashion that are being considered for the documentary.

Talk together about the benefits and challenges of the ways people can support sustainable fashion as shown by the pictures. Then think of one more way to support sustainable fashion that could be included in the documentary.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates

 3 minutes
(4 minutes for groups of three)

Interlocutor

Thank you.

- 2**  Listen to the sample responses.

Test 3

Speaking Part 3

- 1 Read the exam instructions and look at the questions and ideas on page C9. Practise answering the questions, following the suggested time. Record yourself speaking.

Part 3 (approximately 10 minutes)

3 Social media and identity

Interlocutor

Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

A

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place **Part 3** prompt card **Task 3(a)** from page C9 in front of Candidate A.

Please let (Candidate B) see your card. Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate A

⌚ 2 minutes

Interlocutor

Thank you.

Interlocutor

Ask **one** of the following questions to Candidate B:

- How can anonymity influence the way people treat others on social media?
- Should social media platforms require identity authentication?
- Do you think that everyone can find a community to belong to on social media?
Why? / Why not?

Invite Candidate A to join in by selecting one of the following prompts:

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

Candidates

⌚ 1 minute

Interlocutor

Thank you.

Task 3(a)

To what extent does anonymity on social media platforms influence the way people express who they are?

- freedom to experiment
- being honest
- belonging

Interlocutor Now (Candidate B), it's your turn to be given a question. Here is your card.

B

Place **Part 3** prompt card **Task 3(b)** from page C9 in front of Candidate B.

Please let (Candidate A) see your card. Remember (Candidate B), you have about two minutes to tell us what you think and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate B

 2 minutes

Interlocutor Thank you.

Interlocutor Ask **one** of the following questions to Candidate A:

- Should there be a minimum age limit to be able to use social media?
- Could growing up using social media make it harder for young people to disconnect or be alone with their thoughts?
- Do you think young people today feel more pressure to define who they are earlier in life because of social media?

Invite Candidate B to join in by selecting one of the following prompts:

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

Candidates

 1 minute

Interlocutor Thank you.

Task 3(b)

How much does growing up using social media influence a young person's identity?

- comparison to others
- exposure to different ideas
- online presence

Interlocutor

 up to 4 minutes

Now, to finish the test, we're going to talk about social media and identity in general.

Address a selection of the following questions to both candidates:

- **To what extent is the idea of an 'authentic' self becoming harder to define in the age of social media? (Why?)**
- **How far does visual content shape the way individuals construct their identity on social platforms?**
- **Some people say that identity is more fragmented in the digital age. Do you agree? (Why? / Why not?)**
- **Is it possible to have a meaningful sense of identity without a digital presence in today's world? (Why? / Why not?)**
- **How does language use on social media contribute to shaping one's identity?**
- **Can the constant documenting of everyday life change how people interpret who they are? (Why? / Why not?)**
- **To what extent does the fear of being judged online shape how people express their opinions or beliefs? (Why?)**
- **In what ways might social media influence the collective identity of a generation?**

Interlocutor

Thank you. That is the end of the test.

2



Compare your recording to the sample responses.

Questions 1–8

For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

Language-learning apps

For many, the benefits of learning a new language are self-evident – and language learning can very easily turn into a passion, even a livelihood. In recent years, the **1** of language learning has seen a seismic shift, **2** by digital technology, with mobile apps emerging as a popular tool. For learner and teacher alike, this phenomenon presents no **3** of opportunities, but inevitably it also raises questions: how effective are these tools beyond the beginner stage? Where do they succeed or fall **4** compared to traditional instruction?

Despite such reservations, the appeal of language-learning apps as a means of accessing supplementary or flexible practice is undeniable. While it's **5** that no app can take the place of classroom-based learning or linguistic immersion in the target culture, many of them do **6** a wide range of users to access structured, adaptive and increasingly sophisticated systems. What's more, with a growing tendency for them to be based on **7** principles drawn from second-language acquisition research, they seem set to **8** a niche for themselves in mainstream education.

- | | | | | |
|----------|-------------------|----------------------|---------------------|------------------------|
| 1 | A zone | B realm | C range | D field |
| 2 | A stirred | B fuelled | C stoked | D fanned |
| 3 | A scarcity | B deficit | C shortage | D dearth |
| 4 | A short | B through | C wide | D away |
| 5 | A arguable | B contentious | C debatable | D controversial |
| 6 | A concede | B enable | C facilitate | D sanction |
| 7 | A just | B true | C safe | D sound |
| 8 | A form | B blaze | C carve | D gain |

Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.
Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Moravec's paradox

To the best of my knowledge, I'm not a robot. And **9**, like others who spend a lot of time on the internet, I'm routinely asked to confirm this by clicking on bicycles in sets of photos or deciphering distorted numbers. These CAPTCHAS, as they're known, supposedly guard **10** spam and data-scraping, though exactly why bots should find them so tricky remains **11** of a mystery.

Thankfully, the real-world difference between humans and machines is easier to discern, at least for now. One of the more robust differentiators has to **12** with some unique human skills sets. While machines tend to excel at things adults find difficult – **13** that's playing world-championship-level chess or multiplying really big numbers – they find it virtually impossible to accomplish things which **14** fairly naturally to the average five-year-old, like walking round a room **15** bumping into things. This discrepancy between the relative ease with **16** a machine can engage in abstract thinking and the difficulty of teaching it basic sensory, social and motor skills is known as Moravec's paradox.

Questions 17–24

Read the text below. Use the word given in CAPITALS on the right to form a word that fits in the gap. Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

The otrovert: A new personality type

Most people identify with certain groups within society, like a political affiliation or a shared passion for a sports team. Over time, they develop feelings of affinity and **17** towards the group. But psychologists have come to realise that not everyone has such feelings and further suggest this doesn't **18** represent a psychological problem. Instead, they suggest this lack of affinity may be a previously **19** personality type, and they use the term 'otrovert' for those who feel no **20** to join in with group activities. Some even argue that we're all born otroverts, before the cultural conditioning of **21** leads to identification with various groups.

Although being an otrovert can have social consequences when joining in is the cultural norm, it can also be quite **22** Otroverts aren't subject to the group's implicit rules and aren't swayed by its influence, and this potentially confers two highly **23** traits: originality and emotional independence. Psychologists suggest that an otrovert may have the space to think **24** and create freely, unconstrained by groupthink or by what has come before.

Keyword List
17 LOYAL
18 NECESSARY
19 RECOGNISE
20 OBLIGE
21 CHILD
22 ADVANTAGE
23 BENEFIT
24 INNOVATE

Questions 25–30

For each question, complete the second sentence so that it means the same as the first, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

- 25** I found the instructions for how to assemble the kit very hard to follow at first.

AROUND

Initially, I the self-assembly instructions that came with the kit.

- 26** As regards choosing a venue for the meeting, I have a relatively open mind.

STRONG

I have comes to choosing a venue for the meeting.

- 27** Rachel has accepted that the chances of her being able to go skydiving are slim.

TERMS

Rachel she's unlikely to be able to go skydiving.

- 28** Gerry said that he was willing to be the person responsible for keeping the books up to date.

CHARGE

Gerry offered sure the books were kept up to date.

- 29** Belinda's garden will be redesigned by a landscape architect.

GETTING

Belinda her garden.

- 30** Obviously, anyone who bought a ticket for the cancelled event will get a refund.

SAYING

It given to anyone who bought a ticket for the cancelled event.

Questions 31–36

Read the article about people's attention span. For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

Attention span

We investigate claims that people's attention spans are reducing.

According to reports in the media and elsewhere, this century has seen a steep drop in the individual's ability to focus on things – what's known as 'attention span'. One such report quotes a study that found, on average, that this has dropped from about twelve seconds for millennials to eight seconds for Gen Z. But this begs the question of what we mean by attention span, and what factors have an influence on it. There's no denying that attention is crucial – who hasn't experienced getting distracted in the middle of a conversation and losing the thread? – but what's sometimes missed in the soundbites is that there are many forms of attention, and by no means all of them are necessarily diminishing.

One research paper has studied what's known as 'scanning' in top-level soccer players. Scanning is a form of attention that allows the footballer to take advantage of a time-limited opportunity, where decisions of who to pass the ball to or where to position oneself have to be made very rapidly. What it found was that elite players spend more time scanning the whole field. This is a type of 'hot cognition' – a social and emotional way of thinking, not dissimilar to gut instinct. It's very different to the 'cold' or 'rational' cognition involved in the decision-making that players engage in with their coaches off the field, where videos of games are analysed. In such situations, people are more likely to use 'sustained attention', in other words paying attention to something over time, and this ultimately requires mental concentration.

Another scenario in which people make hot, rapid decisions is with first impressions. On meeting someone for the first time, an implicit impression of their attractiveness and possibly other traits is formed. Later, using more sustained attention, these may either be confirmed or contradicted. A case in point is Mr Darcy and Elizabeth Bennet in Jane Austen's novel *Pride and Prejudice*, where the reader is initially led to form negative impressions – but later amends these as more of a nuanced picture of the protagonists emerges. Positive first impressions tend to stick with people, however, and, if accurate, have been shown to lead to long-term relationships, which may go some way to accounting for the 'love-at-first-sight' effect.

There are also other forms of attention, for example 'divided attention', which involves shifting attention between different things over a sustained period of time; and different parts of the brain are at work when people use different kinds of attention. Hot decisions involve a particular network within the brain that supports emotional regulation and decision-making. Cold decisions, on the other hand, involve a different neural network that supports what we might call executive functions, such as controlling inhibitions or short-term memory. So, there isn't a single brain region involved in 'attention' in general. It's possible to get better at one form of attention and worse at another.

For example, Gen Z has the highest daily screen time, with many spending 2.5 hours per day on social media – which does require some sustained attention. That figure of eight seconds which was reported in the media is therefore more likely to relate to visual scanning or surfing for something of interest. But this is only one aspect of what that group does online. They also listen to podcasts and increasingly consume audiobooks, suggesting they have no difficulty focussing for longer periods when the task calls for it. I've been told several times by older family members that they don't understand why their kids can't concentrate on their schoolwork, but can spend hours playing computer games. Clearly, when they're absorbed in something, time goes by quickly and attention levels are sustained – although this may tell us more about the nature of schoolwork tasks than it does about attention spans.

That said, it isn't just scanning attention that is claimed to be reducing. There have been a number of studies suggesting that sustained attention is decreasing too. Some psychologists therefore argue that lectures delivered to university students should be shorter. However, one study of medical students found that information presented between 15 and 30 minutes into a lecture was recalled best, whereas material presented before that had the worst retention. So, it may be possible to hack people's attention and structure lectures in a way that aids recall of the content. Interestingly, where the student sat in the lecture hall also had an impact on retention, with those towards the front recalling more ... but choice of seat might also reflect the level of interest in the topic under discussion or overall level of commitment.

- 31 In the first paragraph, the writer is questioning whether media reports of falling average attention spans are**
- A** based on sufficiently credible scientific evidence.
 - B** making a generalisation that may not be fully justified.
 - C** placing undue importance on the notion of attention itself.
 - D** exaggerating a trend by concentrating on certain age groups.
- 32 The writer mentions footballers to lend weight to her argument that some forms of attention**
- A** require more conscious effort by the individual than others.
 - B** are found principally in certain groups of untypical individuals.
 - C** can be developed through specifically targeted training activities.
 - D** are more easily understood because they prompt immediate action.
- 33 What point is illustrated by reader reactions to the characters in the novel *Pride and Prejudice*?**
- A** how unreliable first impressions often turn out to be
 - B** how easily people's first impressions can be undermined
 - C** how first impressions form as a part of a natural mental process
 - D** how first impressions are largely based on aspects of physical appearance
- 34 In the fourth paragraph, the writer is seeking to**
- A** discuss contrasting ideas about the factors affecting attention span.
 - B** suggest a new way of looking at the whole notion of attention span.
 - C** account for certain variations in attention span between individuals.
 - D** explain why the idea of a single measure of attention span is untenable.
- 35 What does the phrase 'that said' refer to?**
- A** the reassurance given to allay parental concerns about attention spans
 - B** the argument that different activities call for different types of attention
 - C** the suggestion that the ability to sustain attention is related to motivation
 - D** the writer's implied criticism of the design of certain educational materials
- 36 In the final paragraph, the writer suggests that, in a university context, studies of attention span**
- A** could inform how course material is delivered to students.
 - B** have tended to allow for too limited a range of external factors.
 - C** are fuelling arguments that more interactive input supports learning.
 - D** are starting to contradict findings from studies in a range of other contexts.

Questions 37–43

Read the magazine article about the mining of minerals. Seven paragraphs have been removed from the text below. For each question, choose the correct answer. There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

Mineral mining

The world is shifting, however belatedly, away from fossil fuels and towards renewable energy. That's good news for the climate, but there's a catch. Manufacturing all the wind turbines, solar panels, batteries and electric cars needed for a renewable-powered future – as well as all the digital electronics people are already dependent upon – will require huge amounts of lithium, cobalt, nickel, copper, rare-earth elements and other minerals. As a result, demand for this set of what are often called 'critical minerals' is soaring.

37

Nevertheless, scientists are rising to the challenge. They may not be able to help with wrangling over who should have access to such resources, but with innovative technologies and an environmental mindset, they're finding cleaner, more sustainable ways to ensure supplies of the various metals needed to power the new Mineral Age. Today, the world relies on surprisingly few sources for most of these. Chile, for example, is the biggest producer of copper and sits atop what's probably the world's biggest deposit of lithium, a key ingredient in the batteries for vehicles and electronic gadgets. Indonesia, meanwhile, produces nearly 60% of all nickel, and the Democratic Republic of Congo 75% of all cobalt.

38

But whilst they're more abundant than they sound, exploiting them is both challenging and expensive, since there are relatively few places where deposits are sufficiently concentrated to make mining them and separating them out, feasible. Greenland is one, but there's been very little mining there to date. Given the soaring demand, it comes as no surprise that a planet-wide scramble is under way to find more of all these metals. In fact, some people are even looking beyond the planet. Starry-eyed entrepreneurs are eyeing the million or more asteroids orbiting the sun, some of which are jam-packed with metals.

39

Companies and governments have long wanted to harvest these, and technology isn't the issue here – in recent years, aquatic robots have been successfully trialled that can perform the task. The main obstacle is that, under international law, any commercial-scale mining in marine areas requires permission from the International Seabed

Authority (ISA), largely because of fears of environmental damage. Those fears are shared by many scientists, companies and organisations, and there's been a call for a moratorium or outright ban on the activity.

40

Although science can't help much with the wider political debate, researchers are making good progress in addressing some of those technical and environmental issues. For example, one team in the USA has found that pumping carbon dioxide into rocks deep underground releases nickel and cobalt, which may bring environmental benefits. And several research groups are trialling techniques to extract lithium directly from underground brines, reducing the huge amount of water currently used. Improvements are also coming in refining critical minerals – the stage of the production process that generates the most greenhouse gases.

41

Researchers are currently looking at ways to obtain resources from such sources. 'Half the problem is already solved: you've got the metals above ground,' says Scott Dunbar, a mining engineer in Canada. One approach is to use plants called hyper-accumulators that suck up tiny specks of metals through their roots and concentrate them in their sap, stems or leaves.

42

Meanwhile, in West Virginia, researchers have found that they can extract this from coalmine run-off by lowering the acidity of the water, and one mining company is trying to pull copper out of discarded rock at a mine in Arizona in this way. In Europe, several companies are extracting manganese and rare earths from tailings – leftover materials at old mines.

43

It also makes little sense from an economic perspective, given that embedded within this untapped resource are valuable metals. One explanation for the slow development of this option is that sorting and separating out all the component metals and other materials is difficult and costly. Advances in technologies like X-ray fluorescence sorting, which can identify elements in e-waste, and AI-driven sorting systems could help in this respect.

- A** And the extractive industries aren't alone in having this sort of potential. Although discarded electronic gadgets are also full of recyclable metals, less than a quarter of the 62 million tonnes that people throw out each year is properly recycled. That represents a colossal waste of energy, especially given that the recycling of metals incurs a far lower greenhouse-gas cost than mining fresh ones.
- B** A broadly similar technique devised by scientists at the University of Missouri also promises to bring benefits. They've figured out a way to use a compound made from ground-up shrimp shells to draw neodymium – one of the most in-demand rare-earth elements – from iron-mine waste.
- C** Proponents of this option counter such concerns with the claim that it will actually be less harmful than current methods. Although that is contested, it's undeniable that mining and processing metals on land often wreaks havoc too. Mines destroy landscapes, devour resources and excrete waste on a vast scale.
- D** Yet, despite what you may have heard, there's no actual shortage of any of these – getting them out of the ground is actually the issue. Finding commercial-scale deposits and mining them profitably is by no means a straightforward undertaking and risks inflicting enormous damage on people and the planet.
- E** Since pre-historic times, humanity has relied on a succession of different materials to achieve and sustain such developments. One way or another, people will get their hands on these metals that are needed to power a renewable future. The challenge is to make sure we don't trash the planet in the process.
- F** Then there are rare earths, a set of 17 obscure elements with tongue-twisting names like yttrium and praseodymium, which are used for electric-car motors, wind turbines and many medical technologies. Despite the name, they aren't rare at all. They can be found mixed in low concentrations with other minerals all over the world.
- G** What could have an even greater impact than such advances, though, is a growing movement to reduce extraction in favour of re-use and recycling. There are, for example, vast quantities of critical minerals hidden in the billions of tons of mining waste all over the world – elements that weren't in demand when the original mines were operating or that were too difficult to extract with the technology of the time.
- H** Yet, there is another potential source a little closer at hand: the bottom of the ocean. Parts of the ocean floor are carpeted with fist-sized rocks, known as polymetallic nodules, which contain what could be a rich source of nickel, cobalt, manganese and other critical minerals.

Questions 44–53

Read four extracts from different articles about bicycles that are made of bamboo. For each question, choose the correct extract (**A–D**). Each extract may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Bamboo bicycles

A

James Marr has been teaching people to build bicycles from bamboo for many years. Although the material is sustainable – it's fast growing, stores carbon well and requires minimal processing – it also makes great bikes. The focus for Marr has always been on performance. He argues that if we want people to go for sustainable options like cycling, we need provide a solution that outperforms its less sustainable competitors. Bamboo's cellulose structure naturally dampens vibrations for a smooth ride, and it has a tensile strength similar to steel. There are a number of suppliers – some making bamboo frames to order; others offering pre-made models – but Marr won't sell you a finished bike on principle, no matter how nicely you ask. His company sells DIY kits for gravel, road, city and mountain-bike frames in standard sizes or to custom measurements. For hands-on teaching, customers can attend two-day workshops at the company's London base. These tap into a psychological phenomenon known as the self-assembly effect, which accounts for that extra bit of affection people reserve for objects they've put together themselves.

B

Recently, I've been teaching on a six-week bike-building initiative at a prison. It was quite an uphill struggle getting this off the ground at a time when overcrowding and staff shortages have curtailed lots of prison education activities. For prisoners facing extended periods confined to their cells, any purposeful activity is welcome, but the chance to develop a new skill set can be life-changing. We've designed a diverse curriculum, starting with theory lessons on workshop safety and bamboo, which is our main raw material, then spanning product design and business issues. The aim isn't simply to churn out bike builders, however – it's an avenue for creativity, teamwork and self-expression. Prisoners are encouraged to set their sights on an engineering or graphic-design career on release. Despite a few raised eyebrows at the idea of a bamboo bicycle, initiatives like ours tick all the boxes as far as prison governors and policy-makers are concerned. Securing the funding to replicate the scheme in other prisons generally remains an issue, however.

C

The bike I used for the 13,000-kilometre Life Cycle journey I set out on was a self-build called Woody with a bamboo frame. I spent five days at London's Bamboo Bicycle Club learning how to cut and shape the material and make the bike. It's the frame that's bamboo – the rest is assembled from standard mountain-bike components. Compared to bikes made from other materials, the end product isn't the lightest, and I thought that might be an issue. But by the time I'd added all my gear, it hardly made any difference. Indeed, strength was the crucial element, and Woody was designed to withstand the gruelling demands of the trip. For a novice, the prospect of turning a pile of canes into a roadworthy bike was quite daunting, but Woody had to be a whole lot more than that – carrying my weight and kit for thousands of kilometres across all sorts of terrain, in all manner of conditions. But despite my reservations, Woody was more than up to the task and became my trusted companion – the suitably shock-absorbing ride turned out to be remarkably smooth, and there were no mechanical issues.

D

Bernice Dapaah is regarded as a pioneer in the production of bamboo bikes. About to graduate in business administration, but facing a bleak job market in Ghana, she joined forces with a handful of engineering students to create an innovative product from an abundant local crop: bamboo. Her inspiration was a national initiative that aimed to explore sustainable, green ways to help producers in rural parts of the country. Bernice wanted to buck the trend that saw educated youngsters assuming their only option was to compete for a limited number of urban white-collar jobs that did nothing to boost the economy of their rural home areas. The resulting Ghana Bamboo Bikes Initiative was a social enterprise where strong, lightweight and durable bamboo bikes are made by young people specially trained for the role. The project has serious green credentials too: not only are the bikes an affordable and environmentally sound alternative to cars, but bamboo is fast-growing, produces up to 35% more oxygen than other trees and helps to prevent soil erosion, a significant cause of concern in Ghana.

In which extract are the following mentioned?

a project that started out as an attempt to go against accepted wisdom	44
an example of a course being structured to help achieve wider objectives	45
a feeling that a task might turn out to be unrealistically challenging	46
a policy decision that is strictly adhered to	47
a project set up against a background of declining opportunities for self-improvement	48
a recognised emotional response in people following a personal achievement	49
a realisation that a bicycle made from bamboo can be particularly comfortable	50
an example of how promoting use of bamboo can help address wider environmental issues	51
an initial doubt about the suitability of bamboo as a material that proved unfounded	52
an underlying aim to create a viable alternative to existing transport choices	53

Question 1

You **must** answer this question.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible and include your own ideas in your answer.

Write your answer in **240–280 words** on the separate answer sheet.

1 Making your choice

Many of us seem to attach far too much importance to our belongings. Why do we do this? For some people, it's a matter of prestige. Having a smart car, designer-label clothes and expensive jewellery suggests to their neighbours that they occupy a position of some status in society, and this adds to their feelings of self-worth and confidence. Others stress that we are what we are, not what we have, asserting that ultimately we are defined by our character rather than our possessions. We should judge ourselves – and others – first and foremost by our kindness, our honesty and our resilience.

Sorting things out

Every now and then, it's sensible and satisfying to have a thorough sort out of all our possessions, getting rid of items that are rarely looked at, never used and simply taking up space in our homes. But deciding what to part with is a challenge. It makes sense to retain things that may come in handy one day, but then it is also hard to part with anything that may lack a practical purpose but has a sentimental value. All such decisions can be avoided by never throwing anything away. This approach requires a lot of cupboards and sheds, not to mention a tolerant family.

Write your **essay**.

Questions 2–4

Write an answer to **one** of the questions in this part.

Write your answer in **280–320 words** in an appropriate style on the separate answer sheet.

Put the question number in the box at the top of the answer sheet.

- 2** A travel magazine has asked readers to send in letters about holiday accommodation that turned out to be different from what had been expected. Write a letter in which you briefly describe some surprising holiday accommodation you experienced, and explain how this affected you and your companions. Your letter should also assess what factors contribute most to successful experiences with holiday accommodation.

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

- 3** You belong to an international group which shares ideas and discusses a range of issues online. Group members have been asked to each write a report on young people in their country today. You decide to write a report assessing whether young people in your country are optimistic or pessimistic, and describing what their priorities are. You should also contrast their values with those of their parents' generation.

Write your **report**.

- 4** A website for video-game enthusiasts is running a series of reviews of popular games that have had a huge impact on the video-games industry. You decide to submit a review briefly describing one such game and explaining the impact it has had on video-game fans and on other existing games and games in development. The review should also assess what fans expect from games developers.

Write your **review**.

Questions 1–6

You will hear three different extracts. For each question, choose the correct answer. There are two questions for each extract.

Extract One

You hear a woman giving a talk about volunteering to clean up a beach.

- 1 Which aspect of the experience had the largest effect on the woman?**
- A** the chance to interact with such a diverse set of people
 - B** the realisation that a lot of pollution is invisible to the naked eye
 - C** the extraordinary objects the volunteers found on the beach
- 2 What broader message is the woman trying to convey about volunteering?**
- A** Insufficient numbers of people are prepared to give up their time.
 - B** The effects are far more wide reaching than most people imagine.
 - C** Caring for the environment is a collective social responsibility.

Extract Two

You hear part of a podcast about reading novels.

- 3 The man advises reading a person's favourite books in order to**
- A** engage with more diverse novel types.
 - B** discover where both of your tastes are aligned.
 - C** deepen your insights into their character.
- 4 How does the man say people often behave when discussing literature?**
- A** They are offended when their preferences are challenged.
 - B** They attempt to convince others of the books' merits.
 - C** They enjoy hearing others' opinions.

Extract Three

You hear two friends talking about their preferred way of practising yoga.

5 How has the man's view of yoga practice changed recently?

- A** He has decided he would prefer to do a more energetic form of yoga.
- B** He has become disillusioned by his lack of progress in group classes.
- C** He has started to view it as a personal journey of exploration.

6 The woman thinks that group yoga classes benefit her due to

- A** the opportunity to have her postures corrected by an instructor.
- B** her lack of discipline when trying to practise at home.
- C** the friendship she has with the other class participants.

Questions 7–15

You will hear a talk by a zoologist called Dr Patricia Mendez about the search for a mysterious worm known as the Olgoi-Khorkoi in the Gobi Desert of Mongolia. For each question, write the correct answer in the gap. Write a word or short phrase.

According to Dr Mendez, the majority of unknown creatures are either **7** or too small for people to see.

Dr Mendez believes technology, research and the spread of **8** mean it's unlikely that any large species could remain undetected.

The most implausible claim about the legendary Olgoi-Khorkoi concerns its ability to emit **9**

Despite his research, the US naturalist Roy Chapman Andrews never managed to obtain a **10** account of the Olgoi-Khorkoi.

In the 1990s, the Czech explorer Ivan Mackerle attempted to locate the Olgoi-Khorkoi using **11**

One conservation team concluded that the idea of the Olgoi-Khorkoi could probably be put down to **12**

Dr Mendez suggests that **13** may be largely responsible for sustaining the interest in the existence of the Olgoi-Khorkoi.

Some sceptics suspect that creatures like the Olgoi-Khorkoi were invented to generate **14** for regions.

Dr Mendez concludes that human interest in what she calls the **15** keeps people drawn to the idea of mysterious creatures.

Questions 16–20

You will hear part of an interview in which a conductor, Erin Wakely, and a musician, Matthew Harris, talk about their work with an orchestra. For each question, choose the correct answer.

16 Prior to a performance, what is the purpose of rehearsals with all orchestra members present?

- A** to check the musicians have learned the score sufficiently well
- B** to ensure the right interpretation comes across in the performance
- C** to enable the musicians to get a feel for the venue atmosphere
- D** to give orchestra sections time to tune their instruments

17 Erin suggests that the promotional duties associated with the role of a conductor

- A** lie outside their skill set.
- B** are a waste of valuable time.
- C** detract from their main role.
- D** require considerable effort.

18 How do Erin and Matthew feel about the amount they have to travel?

- A** They are resigned to the necessity of it.
- B** They think it should be better organised.
- C** They wish they were better able to manage it.
- D** They are grateful for the opportunities it brings them.

19 Matthew says that most freelance musicians can earn a good living by

- A** teaching private classes.
- B** networking and promoting performances.
- C** selling their own work.
- D** joining an agency.

20 What is said to be particular to working in an orchestra?

- A** Colleagues have similar levels of talent.
- B** Job security is a common concern.
- C** Promotion opportunities are rare.
- D** There is a strict hierarchy of roles.

Questions 21–30

 56 You will hear five short extracts in which different people are talking about food waste. For Task 1, choose from the list (A–H) what issue each speaker mentions regarding food waste. For Task 2, choose from the list (A–H) what each speaker thinks could be done to help solve the problem of food waste. For each question, choose the correct answer.

While you listen, you must complete both tasks.

Task 1: choose from the list (A–H) what issue each speaker mentions regarding food waste.

- | | | |
|-----------|----------|---|
| Speaker 1 | 21 | A challenges faced by food producers |
| Speaker 2 | 22 | B the convenience of supermarkets |
| Speaker 3 | 23 | C consumer demand for lower prices |
| Speaker 4 | 24 | D the questionable tactics employed by stores |
| Speaker 5 | 25 | E the increasing global demand for food |
| | | F inefficient international food management |
| | | G the food-safety worries of individuals |
| | | H the overly prescriptive practices of shops |

Task 2: choose from the list (A–H) what each speaker thinks could be done to help solve the problem of food waste.

- | | | |
|-----------|----------|---|
| Speaker 1 | 26 | A revolutionising food-production goals |
| Speaker 2 | 27 | B having different organisations work together |
| Speaker 3 | 28 | C educating children on food inequality issues |
| Speaker 4 | 29 | D reducing the role of supermarkets |
| Speaker 5 | 30 | E instilling knowledge in young people on food safety |
| | | F offering imperfect produce for lower prices |
| | | G making full use of different types of produce |
| | | H limiting the amount of produce available |

- 1** Read the exam instructions. Then practise answering the questions.

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor **Good morning / afternoon / evening. My name is and this is my colleague And your names are ? (Could I have your mark sheets, please?)**

Thank you.

First, we'd like to know something about you.

Where do you live, (Candidate A)? And you, (Candidate B)?

[address Candidate B] **Are you working or studying at the moment?**

[address Candidate A] **And you?**

Select a further question for each candidate:

- **What is your ideal job?**
- **What motivated you to learn English?**
- **Is there a hobby or sport that you'd like to try?**
- **Do you prefer relaxing holidays or more active ones?**
- **Have you ever used the internet to help you learn a foreign language?**

Candidates

Interlocutor **Thank you.**

- 2**  **57** Listen to the sample responses.

- 1** Read the exam instructions and look at the pictures on page C10. Then, if possible, work with a partner to complete the exam task. Record yourself speaking.

Part 2 (approximately 4 minutes / 6 minutes for groups of three)

3 College debate – impact of mobile-phone use

Interlocutor Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

*Place **Part 2** pictures on page C10 in front of the candidates.*

*Select **two** of the pictures for the candidates to look at*.*

First, I'd like you to look at pictures * and * and talk together about what might happen in the next few minutes.

You have about a minute for this, so don't worry if I interrupt you.

(2 minutes for groups of three)

Candidates

 1 minute
(2 minutes for
groups of three)

Interlocutor Thank you. Now look at all the pictures.

I'd like you to imagine that a college is planning a debate on the impact of mobile-phone use in society today. Here are some of the issues they are planning to include in the debate.

Talk together about positive and negative impacts of mobile-phone use as shown in these pictures. Then choose which picture should be used to advertise the college debate.

You have about three minutes to talk about this. *(4 minutes for groups of three)*

Candidates

 3 minutes
(4 minutes for
groups of three)

Interlocutor Thank you.

- 2**  58 Listen to the sample responses.

Test 4

Speaking Part 3

- 1 Read the exam instructions and look at the questions and ideas on page C11. Practise answering the questions, following the suggested time. Record yourself speaking.

Part 2 (approximately 10 minutes)

4 Ambition and personal goals

Interlocutor

Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

A

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place **Part 3** prompt card **Task 4(a)** from page C11 in front of Candidate A.

Please let (Candidate B) see your card. Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate A

 2 minutes

Interlocutor

Thank you.

Interlocutor

Ask one of the following questions to Candidate B:

- What role does technology play in personal goal-setting?
- Should personal achievements be shared with others?
- How can children benefit from goal-setting?

Invite Candidate A to join in by selecting one of the following prompts:

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

Candidates

 1 minute

Interlocutor

Thank you.

Task 4(a)

What motivates people to set and achieve personal goals?

- health
- relationships
- work

Interlocutor	Now (Candidate B), it's your turn to be given a question. Here is your card. Place Part 3 prompt card Task 4(b) from page C11 in front of Candidate B. Please let (Candidate A) see your card. Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right? [Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]
Candidate B ⌚ 2 minutes	
Interlocutor	Thank you.
Interlocutor	Ask one of the following questions to Candidate A: • Should people be encouraged to change their goals over time, or remain committed to them? • Can ambition be evaluated by employers? • Do you think some people are naturally ambitious or can ambition be learned?
Candidates ⌚ 1 minute	
Interlocutor	Thank you.

Invite Candidate B to join in by selecting one of the following prompts:

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

Task 4(b)

What are the advantages and disadvantages of being ambitious at work?

- **work relationships**
- **career progression**
- **innovation**

Interlocutor

 up to 4 minutes

Now, to finish the test, we're going to talk about ambition and personal goals in general.

Address a selection of the following questions to both candidates:

- **Having too much or not enough ambition is often viewed negatively. Why do you think that is?**
- **To what extent does failure play a role in shaping ambition? (Why?)**
- **In what situations could setting goals limit personal growth?**
- **Is it always necessary for personal goals to be measurable? (Why? / Why not?)**
- **How can personal ambition be balanced with societal expectations?**
- **How much should ethics inform a person's commitment to personal ambition? (Why?)**
- **Does the pursuit of long-term goals require a different mindset from the one needed to pursue short-term goals? (Why? / Why not?)**
- **In what ways is ambition linked to personal identity?**

Interlocutor

Thank you. That is the end of the test.

2



Compare your recording to the sample responses.

Questions 1–8

For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

Digital images

The year 1997 saw the advent of the first digital cameras, and in the space of a few years, the mechanics of photography underwent a fundamental alteration. I remember the moment when the **1** of the change became apparent to me. I was **2** through a magazine when I was drawn to a photograph of an impressive new building. Later, I realised it was actually a construction on which work was still to begin, and for which planning permission had not even been **3** , but the picture was indistinguishable from a photograph of a real building.

In the past, such trickery could have been exposed by close **4** of the photograph or its original negative. Nowadays, image manipulation software can alter any pixel at the **5** of the programmer, and image files cannot be examined for physical evidence of **6** The difference between the imaginary and the real has become **7** , which understandably **8** suspicion.

- | | | | | |
|----------|--------------------|----------------------|----------------------|--------------------|
| 1 | A expanse | B magnitude | C proportion | D volume |
| 2 | A skipping | B grazing | C leafing | D dipping |
| 3 | A accorded | B granted | C dispensed | D conferred |
| 4 | A scrutiny | B exploration | C browsing | D inquiry |
| 5 | A whim | B desire | C inclination | D wish |
| 6 | A dabbling | B intervening | C hindering | D tampering |
| 7 | A distorted | B dimmed | C eclipsed | D blurred |
| 8 | A stirs | B arouses | C inspires | D evokes |

Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.
Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Taking a break

In the light of research which clearly demonstrates that sleep helps consolidate memory, it would seem likely that taking a break from studying should, **9** and large, have a similar effect. If you have just tried to memorise a set of facts – and this could be **10** from a list of vocabulary to historical dates – then taking a break should help you to retain this information.

A change of focus can also help consolidate memory, but only as **11** as it activates different parts of the brain from **12** that were previously being used. So if you have just done some hard mental work, going off to practise your tennis should **13** the trick.

14 said that, a little lie-down might seem more tempting and may be even more productive. When it **15** to learning, we still don't know the relative benefits of physical exercise as opposed to having a nap. Unfortunately, today's digital world encourages us to work **16** the clock, and it is therefore no wonder people are often unwilling to take a break.

Questions 17–24

Read the text below. Use the word given in CAPITALS on the right to form a word that fits in the gap. Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

The Hubble space telescope

The Hubble space telescope has captured extraordinary beautiful images of galaxies and stars since its launch into space in 1990. Thanks to Hubble, we can see the almost indescribable richness, colour and grandeur of the universe. These images excite **17** responses. There is a sense of pride in the remarkable **18** of such a complex and fragile piece of equipment in producing so many **19** about the wonders of the universe. On the other hand, these images of remote galaxies are a reminder of human **20**

Hubble has **21** been highly successful. When it was announced in 2003 that it would be shut down, the ensuing public outcry helped rescue it. Hubble has given people breathtaking photographs from the **22** of space, all of them in high **23** The telescope has had the advantage of operating beyond the blurring effects of the Earth's atmosphere, and by allowing us to see the universe with such **24**, it has done more than any other spacecraft or scientific instrument to generate excitement about the universe.

Keyword List
17 CONTRADICT
18 EFFECT
19 REVEAL
20 SIGNIFY
21 QUESTION
22 DEEP
23 RESOLVE
24 CLEAR

Questions 25–30

For each question, complete the second sentence so that it means the same as the first, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

- 25** The road was closed so that vital repairs could be done by the team.

CARRY

The road was closed in vital repairs.

- 26** Although the last time Joe saw Lucy was in 2006, he recognised her immediately.

SEEN

Despite not , Joe recognised her immediately.

- 27** I was amazed that everybody agreed with my plan.

NOBODY

Much with my plan.

- 28** Sam said he saw no reason to take the path through the wood.

GAINED

Sam said there the path through the wood.

- 29** Everyone was surprised when George said he wasn't interested in going abroad.

INTEREST

To in going abroad.

- 30** Sarah didn't know what to say when she heard the good news.

LOST

Sarah when she heard the good news.

Questions 31–36

Read the article about biography. For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

The lives of others

Kathryn Hughes on the writing of biographies

A few years ago, I wrote a piece in which I declared that biography, if not quite dead, was in a terrible state. For some time, publishers, it seemed, had been churning out their own versions of the last mega hit, Amanda Foreman's excellent *Georgiana*; one had the impression that bookshelves were full of copycat biographies about largely unknown members of the aristocracy. Foreman's book, in addition to being based on impeccable scholarship, was composed with an ear for the rhythm and cadence that makes reading such a pleasure. The endless clones, however, showed the tendency that mars so much biographical writing: a sense that as long as the facts are there, it doesn't matter how badly or baldly they are set out. Therein lies the real nub of the problem. Such biographies suffer from being composed in leaden, journeyman prose, which invariably entails a marathon trudge from cradle to grave. This is punctuated with reference to the all-too-familiar landmarks in the subject's life. So serious seems the situation, I could almost feel myself becoming shifty and uncomfortable about telling people I was a biographer.

However, there are now new ways of telling lives, a shift which has originated not as a lunge after faddish novelty, but one which has grown from a sense that biography was not getting us close to the experience it tried to describe. We all know that life isn't composed of a stately march through the decades; mostly our lives feel shapeless, and come into focus only when a particularly striking event occurs. Such **crystallising moments** are increasingly being used to structure biographical interpretation: the sight of a deserted hamlet perhaps, or two rusty weapons in a field, is used to tell the bigger story of a plague or a battle.

Since virtually anyone whom you might think worthy of a biography already has two or three to their name, it's tricky for biographers to know who to do next. The novelist Jane Austen is yet again the subject of a book which demonstrates some new techniques and organises the narrative around objects that carried an emotional charge for her – an Eastern shawl, a luxury item from far away; a bathing machine, certainly an exciting innovation of the time. Both of these objects, while not being essentially noteworthy in themselves, figured both in Austen's own life and in her novels.

Another recent biography, *How to Survive the Titanic*, takes a subject that has proved to have wide appeal and challenges the assumption that the best way to understand an individual's life is by hooking it out of its familiar setting and putting it under an isolating microscope. The author here focuses on the moment when J. Bruce Ismay, the ship's owner, took the decision to jump into a lifeboat while the rest of the men from first class gallantly allowed women and children to take the available places. Following up on Ismay's split-second decision, the author widens the scope of the narrative so that it is not just about one man's lost honour, but becomes a layered drama of class, nationality and technological modernity.

Another new type of biography is what I would call a 'partial life'. As an example, a relatively new book on Shakespeare is a deft attempt to conjure up the dramatist from a signature scrawled in 1612. Its author started life as a rock journalist, which suggests he knows how to grab attention. The advantage of writing a partial life is that you are not obliged to include any boring bits there might be. Your subject's education or long school holidays by the sea can, if necessary, be conveniently forgotten. One admittedly very successful biography of this type is about the Anglo-Welsh poet Edward Thomas – the book deals with only the last, and most significant, five years of his life, when he finally produced verse that would change the music of the English language for ever.

It would be disingenuous to claim that these new ways of telling lives are principally driven by intellectual concerns, because, as in any occupation, the pressures on writers are inevitably practical and commercial. It's true people have shorter attention spans these days, so a 400-page biography can seem like a looming threat rather than a delicious promise, and in the age of the internet, people can hardly be expected to pay £25 for a book composed mainly of facts they could find out for themselves with a quick Google search. What the biographer should bring is added value, sparkle and an original way of looking at the subject.

- 31 What does the writer feel is the main problem with many contemporary biographies?**
- A** Their authors are not sticking to tried-and-tested methods.
 - B** Their subject matter is not wholly accurate.
 - C** Their authors write in uninspiring language.
 - D** Their publishers are too prescriptive in their requirements.
- 32 The writer sees 'crystallising moments' in biography as important because they**
- A** give meaning to our lives.
 - B** present abiding visual images.
 - C** embody events worth recording.
 - D** provide a framework for narrative.
- 33 When discussing a biography of Jane Austen, the writer mentions a bathing machine as something that exemplifies**
- A** a recurring theme in Austen's novels.
 - B** changes in Austen's attitude to life.
 - C** a new approach to biography.
 - D** interesting objects of relevance to the period.
- 34 What point does the writer make with her reference to the book *How to Survive the Titanic*?**
- A** Tragic stories are a great stimulus to the imagination.
 - B** People's lives make little sense if deprived of social context.
 - C** Detailed examination is crucial in understanding a person.
 - D** Spur-of-the-moment decisions have important consequences.
- 35 What does the writer say about the 'partial life' type of biography?**
- A** It is an efficient way of bringing the subject to life.
 - B** It is only effective in very particular circumstances.
 - C** It is often a frustrating experience for the reader.
 - D** It is likely to appeal to only one group of critics.
- 36 The writer suggests that commercial success is hard for today's biographers to achieve because**
- A** the book trade is increasingly competitive.
 - B** writing a biography is time consuming.
 - C** the market for biography is unpredictable.
 - D** readers have certain expectations.

Questions 37–43

Read the magazine article about a fish farm. Seven paragraphs have been removed from the text below. For each question, choose the correct answer. There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

Fish farm

A traditional way of harvesting fish, especially salmon, for commercial food production is to raise them in large cages in coastal areas. However, far inland in Yorkshire, England, is an indoor fish farm – or ‘closed-circuit aquaculture facility’, to give it its full name. Owner John Feather believes that farms like his may end up playing a key role in saving the world’s fish stocks. ‘The sea is losing fish fast, so by cultivating them on farms, we are enabling ocean stocks to replenish. Also, in many countries there’s pressure to produce and consume local food and save on transportation costs,’ says Feather as he leads me towards a large warehouse, where he is creating the ideal habitat conditions for tilapia, an African freshwater fish, to live and breed.

37

But there are problems with farming that fish, as part of the process takes place in a marine environment. Infestations spread to juvenile wild fish passing the cages, and escapees, which have a genetic make up different to that of wild fish, spread invasive genes. Worst of all, four kilograms of food is required to produce one kilogram of fish, and since this food is also fish-based, it makes farming a threat, not a saviour, to the sea.

38

There’s a good reason for creating such an environment in cold Yorkshire. Trying to raise fish such as seabass or tuna in captivity is inefficient. These fish are specialised predators that don’t like being kept in crowded spaces or being handled by humans; the stress stops them putting on weight. They are also hard to breed.

39

This fish has other advantages; while seabass can wound themselves in their frantic efforts to escape handlers, the tilapia aren’t too bothered about being handled. They are accustomed to being huddled into the close conditions

found in the tanks and breed easily in captivity. What’s more, they grow very fast, from a tiny 0.3g on arrival to a whopping 450g in just six months.

40

‘They’re certainly voracious, as well as being robust and hardy,’ says Feather. ‘And I think we’re starting to win people over in terms of the next generation of farmed fish.’ In the global context, this is a considerable understatement. Sales of tilapia have almost doubled in the last three years to \$5 billion a year, about 45 per cent of which were raised in China. But what caught Feather’s interest in particular was a surging market for fresh, home-produced fish fillets in the US. ‘US trends tend to come quickly to the UK,’ he says.

41

There are other challenges too. For farmers, good land is usually everything. Choose the right patch and you’re made. The same goes for open-ocean fish farms, which tend to be clustered where currents will flush away pollutants. But at his closed-circuit agricultural facility, Feather has to constantly regulate the environment for his fish.

42

The complexity of it all came as a rude shock to Feather. His electricity bills run to £150,000 a year as he powers the many pumps and filters needed to keep conditions perfect for the fish.

43

In China, such polyculture is already an advanced art. What’s more, production costs are lower, which means that small UK farmers like Feather can realistically hope to compete only in terms of fresh fish. Nevertheless, these developments are part of a fast-growing revolution globally that has good portents for the future of fish.

- A** The recycled, treated water is everything: a mistake with its salinity, dissolved oxygen or temperature could quickly mean the loss of his entire stock.
- B** Tilapia are not the only wonder-fish with the potential to become the aquatic chicken. The Australian barramundi also fits the bill. The problem is one of image – unlike salmon, they don't exactly conjure up thoughts of wild, crystalline streams.
- C** This change in thinking is leading to a radical shift in how fish are sourced. Almost half of all fish consumed by humans is now grown in captivity. In the case of salmon, 1.3 million tonnes are produced commercially by farms each year, up to three times as many as from the wild.
- D** Walking past a tank of one-month-old fish, it's easy to see why. As I approach, the previously calm water starts to seethe. There's something vaguely unsettling about the sight of thousands of tiny fish rushing towards my shadow in the hope of something to eat.
- E** The system is not closed: 5% of the water is replaced every day. For now the waste is simply filtered and drained, but Feather plans to use the waste water to grow high-value vegetables.
- F** But perhaps most significantly, their high metabolism means they consume a lot of fish food in relation to the amount of flesh they produce. With tilapia, none of these things are a problem, and they need only 1.4 kg of food to produce 1 kg of fish – an excellent food-to-flesh conversion ratio.
- G** But it need not be that way. Feather opens the door to show me the brave new world of fish farming, and I'm hit by a moist wall of heat. It's like stepping into Africa, in more ways than one. The scales flashing in the vast network of tanks and filters are some half a million tilapia.
- H** However, Feather's sweat-drenched T-shirt is a clue to a major drawback to farming tilapia in the UK – heat. There were times last winter when the temperature outside the warehouse was –14 °C, yet the fish need to stay in water that is around 26 °C in order to thrive. Last season, Feather's heating bill came to £40,000.

Questions 44–53

Read the newspaper article in which four women recount their childhood seaside memories. For each question, choose the correct writer (**A–D**). Each writer may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Seaside memories

A Tina Everett

My strongest childhood memories come from long summer days on the really high diving board of the beach pool; how terrifying, yet exhilarating it felt at the age of 11, jumping off a six-metre drop ... I'd do it again and again and again. At that time, the whole seaside town where I lived was alive and spirited, a special place. At weekends, you couldn't find a spot to sit as thousands of bodies covered the sand. One thing I always noticed was the different visitors each season: retired people constantly hogging the cafés in April, and in June rowdy families squabbling on summer holidays. My mum continued to live in the town, and every time I visited in later years, I was deeply saddened by what had happened: the original seafront gone, and the beautiful old wooden railway structure burnt to cinders. There was little sign of what was once a thriving town. There were still beautiful beaches around that area, and the wonderful winter gardens remained, but the glorious place of my childhood had largely been left to rot.

B Jana Brokova

The seaside seemed a different kingdom, peopled by strangely blessed individuals in colourful houses, a place of sunshine smelling of candy. I longed to find the secret passage that would let me slip through and vanish into this magical realm forever, like the children in a fairytale. I was seven on the day I almost made it, suddenly lost and alone. I picked my way through the crowds, excited by the notion that soon an inhabitant of that neverland would take me home to a house facing the sea, where I would live forever in uninterrupted happiness. Wandering and waiting to be recognised by the fairytale godparents of my new future, I was utterly happy. Everything I saw was vivid and, potentially, mine. It didn't occur to me then to feel ashamed at my disloyalty to my mother, searching the beach frantically for her lost child: only when she finally tracked me down did I lapse back into my old manner and, reluctant to return, put off the inevitable adventure to another day.

C Ellen Finch

I was three years old, and it was summer. I remember playing in the surf on the island with my sister Bella, filling glass bottles with wet sand and pretending it was lemonade. Despite never having tasted it, it seemed to be the most exotic, magical substance imaginable. That moment playing in the sand has been crystallised in my memory as the most delicious experience of utter satisfaction. I just remember feeling so completely happy with the sea, sun and sand. We never went on that sort of traditional family beach holiday ever again, which is probably why I remember this moment so vividly. The following year, in Morocco, Bella and I would ask for lemonade as if it were magical. It wasn't until several years later that we finally tasted it and were taken aback at just how fizzy and sweet it was – not magical at all. Returning to the island in my early twenties, I managed to find the exact same spot on the beach – and it was absolutely wonderful. Just exactly as I'd remembered.

D Diana Thirsk

Seaside holidays took place in a tiny village boasting little except the beach, two dunes and a store whose owners were able to spend six months a year relaxing in Majorca after summers spent fleecing the tourists. One afternoon, my father and I, browsing among the rock pools, saw something big and grey and distressed flapping angrily in a puddle of froth. Scampering to investigate we found a huge cod, beached by the receding tide. Most lily-livered city-dwellers would have backed off, but Dad managed to transfer it to my bucket and took it home for our tea. That moment has stayed with me for 20 years – the great wild sea stretching out before us, white birds spiralling above, the thumping disturbance in the water pool, Dad craning over it. For the first time in my life, he seemed to me a genuinely heroic figure, a man of infinite capacity and resolve. Doubtless there are other wistful thirty-somethings whose memories of parental bonding concern more dramatic adventures, but there is no experience I'd more joyfully revisit.

Which writer

maintained a belief that she would eventually achieve an ambition?	44
willingly underwent an experience that provoked conflicting emotions?	45
comments on how individuals may react differently in a given situation?	46
reassessed her view of a relative?	47
feels that one-off experiences may create the most intense memories?	48
acknowledges the value of a comparatively mundane experience?	49
experienced a sense of anticlimax on finally fulfilling a wish?	50
is aware that she lacked consideration on one occasion?	51
implies that being unscrupulous can have material rewards?	52
appears to harbour resentment towards various kinds of holiday makers?	53

Question 1

You **must** answer this question.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible and include your own ideas in your answer.

Write your answer in **240–280 words** on the separate answer sheet.

1 Beauty is truth

Since prehistoric times, humans have created art. But what makes us do it? The obvious answer is that we want to make our environment more attractive. The cave dweller undoubtedly wanted to look at something more interesting than a bare rock wall, just as today we choose the pictures that give us pleasure for our living-room walls. Some art is created for other purposes, not just for beauty's sake. Sometimes it may arise from an educational aim. A picture might be painted in order to help people understand a moral story, for example, or an event in the history of their society.

You see what I mean

Painting, like poetry or music, is ultimately a means of communication. Through it, the artist is trying to share his or her emotions with others. As it does so without resorting to words, art has the powerful ability to communicate with people, regardless of the language they speak. It can be seen as a truly international way to make connections. At times, art is only produced for the benefit of its creator. Someone, for example, may be encouraged to paint or draw for therapeutic reasons, to help them cope with a difficult personal situation. The act of creation can be so utterly absorbing that any anxieties are replaced by a profound sense of achievement.

Write your **essay**.

Questions 2–4

Write an answer to **one** of the questions in this part.

Write your answer in **280–320 words** in an appropriate style on the separate answer sheet.

Put the question number in the box at the top of the answer sheet.

- 2** An international cookery magazine has asked readers to send in articles on the topic of the way in which food can bring back memories of childhood. You decide to send in an article in which you describe one special dish and explain what memories of childhood it brings back for you. You should also discuss whether you think all food has such power to awaken memories.

Write your **article**.

- 3** You often visit a website which allows users to post short online videos. You recently watched a short humorous video. Your review should briefly describe the video, assessing the impact of visual as opposed to verbal humour. You should also evaluate the qualities that you think make short online video clips go viral.

Write your **review**.

- 4** The college where you study has invited students to give feedback on its current teaching programme. You decide to write a letter evaluating the appropriacy of the programme in terms of preparing you for your intended career, and proposing a change that you think would improve the programme. You should also assess the extent to which preparing students for careers should be the main aim of college programmes.

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

Questions 1–6

You will hear three different extracts. For each question, choose the correct answer. There are two questions for each extract.

Extract One

You hear a biologist giving a talk on jellyfish.

- 1 What is being described at the start of the talk?**
 - A** the changing jellyfish numbers
 - B** the environment jellyfish need
 - C** how resilient jellyfish can be

- 2 The biologist refers to a Scottish nuclear power station to**
 - A** highlight the unpredictable nature of jellyfish behaviour.
 - B** cite how dangerous the spread of jellyfish can be.
 - C** explain how quickly jellyfish can spread between different regions.

Extract Two

You hear a woman telling her friend about her new job.

- 3 What point does the man make about the woman's new job?**
 - A** The role may involve harsh judgements.
 - B** The assessments involved are unlikely to be fair.
 - C** The benefits of the work must be huge.

- 4 The woman says that when on assignments, she needs to**
 - A** focus on how to solve issues.
 - B** avoid drawing attention to herself.
 - C** disregard irrelevant details.

Extract Three

You hear people on a business podcast talking about remote working.

5 What does the woman say about companies that promote remote working?

- A** They care about retaining their employees.
- B** They understand the importance of individuals.
- C** They want their workers to increase productivity.

6 What aspect of online collaboration do they agree on?

- A** It makes colleagues more relatable.
- B** It prioritises constructive conversation.
- C** It requires an organised framework.

Questions 7–15

You will hear a talk by a woman called Michelle Porter about her business working with disruptive technology that alters existing business models. For each question, write the correct answer in the gap. Write a word or short phrase.

Working with disruptive technology

Michelle uses the term 'a **7** ' to describe her role with companies undergoing digital change.

Michelle thinks that managers tend to overlook the **8** related to disruptive technologies.

Companies who wish to adopt disruptive technologies must consider the **9** and the adjustments needed.

Michelle tries to avoid **10** when giving advice about new technology.

Cloud computing was considered a **11** challenge at first.

Companies should ensure innovative technology fits in with their **12** before making any decisions.

It is the responsibility of what Michelle calls **13** '.....' to ensure all staff is on board with changes.

After introducing a new product, Michelle can help businesses focus on **14** as an essential quality for continued success.

Michelle fundamentally bases her work on the principle of **15**

Questions 16–20

You will hear a radio discussion about the connection between reading and the brain between a doctor called Amanda Henderson and a neuroscientist called Stefan Webber. For each question, choose the correct answer.

16 What happens in the brain when people read fiction?

- A** It heightens our emotional intelligence.
- B** It stores the content for future reference.
- C** It makes better sense of our surroundings.
- D** It mentions our past life events to the story.

17 What point does Stefan make about reading a range of fictional genres?

- A** The brain prefers complex storylines.
- B** Content is less relevant than people think.
- C** Scientists recommend well-written novels.
- D** Reading widely improves brain function.

18 Stefan and Amanda are both intrigued by some research on fiction and relaxation because it

- A** revealed a new area for study.
- B** contained conflicting results.
- C** has confused experts in the field.
- D** goes against common sense.

19 According to Stefan, digital media influences how people consume information by

- A** using images to grab our attention.
- B** encouraging a focus on trivial topics.
- C** providing poorly researched content.
- D** limiting their ability to concentrate.

20 When reflecting on modern recreational activities, what observation does Amanda make?

- A** They have undermined our general intelligence.
- B** They will replace our more traditional pastimes.
- C** They are increasingly geared towards distraction.
- D** They are creating a dependency on technology

Questions 21–30

 **63** You will hear five short extracts in which people talk about training and working as a teacher. For Task 1, choose from the list (A–H) what caused each speaker to take up teaching. For Task 2, choose from the list (A–H) what each speaker would recommend to someone considering a career in teaching. For each question, choose the correct answer.

While you listen, you must complete both tasks.

Task 1: choose from the list (A–H) what caused each speaker to take up teaching.

- | | | |
|-----------|-----------------|--|
| Speaker 1 | 21 | A a bad experience at work |
| Speaker 2 | 22 | B a different perspective on work |
| Speaker 3 | 23 | C insights from professionals |
| Speaker 4 | 24 | D enthusiasm for a subject |
| Speaker 5 | 25 | E a volunteering experience |
| | | F a desire for a sense of purpose |
| | | G a conversation with a teacher |
| | | H taking part in a workshop |

Task 2: choose from the list (A–H) what each speaker would recommend to someone considering a career in teaching.

- | | | |
|-----------|-----------------|--|
| Speaker 1 | 26 | A try to visit a real classroom |
| Speaker 2 | 27 | B be prepared for a challenge |
| Speaker 3 | 28 | C research training options |
| Speaker 4 | 29 | D talk to current teachers |
| Speaker 5 | 30 | E think about your teaching preferences |
| | | F understand the administrative load |
| | | G narrow down a subject specialism |
| | | H read about different teaching styles |

- 1** Read the exam instructions. Then practise answering the questions.

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor Good morning / afternoon / evening. My name is and this is my colleague And your names are? (Could I have your mark sheets, please?)
Thank you.

First, we'd like to know something about you.

Where do you live, (Candidate A)? And you, (Candidate B)?

[address Candidate B] Are you working or studying at the moment?

[address Candidate A] And you?

Select a further question for each candidate:

- Is there a particular skill you'd like to learn or improve?
- How important is it to know English in your area of work or study?
- Do you prefer to spend your free time alone or with other people?
- How easy do you find it to learn a language?
- What do you use the internet for the most?

Candidates

Interlocutor Thank you.

- 2**  ⁶⁴ Listen to the sample responses.

- 1** Read the exam instructions and look at the pictures on page C12. Then, if possible, work with a partner to complete the exam task. Record yourself speaking.

Part 2 (approximately 4 minutes / 6 minutes for groups of three)

5 TV documentary – persuasion techniques

Interlocutor Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

*Place **Part 2** pictures on page C12 in front of the candidates.
Select **two** of the pictures for the candidates to look at*.*

First, I'd like you to look at pictures * and * and talk together about what the people might be feeling.

You have about a minute for this, so don't worry if I interrupt you.
(2 minutes for groups of three)

Candidates

 1 minute
(2 minutes for groups of three)

Interlocutor Thank you. Now look at all the pictures.

I'd like you to imagine that a TV documentary is being made on the impacts of different persuasion techniques. Here are some of the pictures they are considering using to advertise the documentary.

Talk together about the positive and negative impacts of the persuasion techniques shown in the pictures. Then choose which picture should be used to advertise the TV documentary.

You have about three minutes to talk about this. *(4 minutes for groups of three)*

Candidates

 3 minutes
(4 minutes for groups of three)

Interlocutor Thank you.

- 2**  **65** Listen to the sample responses.

- 1** Read the exam instructions and look at the questions and ideas on page C13. Practise answering the questions, following the suggested time. Record yourself speaking.

Part 3 (approximately 10 minutes)

5 Conflict

Interlocutor

Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

A

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place **Part 3** prompt card **Task 5(a)** from page C13 in front of Candidate A.

Please let (Candidate B) see your card. Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate A

 2 minutes

Interlocutor

Thank you.

Interlocutor

Ask one of the following questions to Candidate B:

- How can children be supported to deal with personal conflict?
- Do you think some people naturally avoid conflict? (Why?)
- What can people learn from disagreeing with others?

Invite Candidate A to join in by selecting one of the following prompts:

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

Candidates

 1 minute

Interlocutor

Thank you.

Task 5(a)

What are the impacts of unresolved personal conflict?

- relationships with others
- mental health and wellbeing
- work/study

Interlocutor Now (Candidate B), it's your turn to be given a question. Here is your card.

Place **Part 3** prompt card **Task 5(b)** from page C13 in front of Candidate B.

B

Please let (Candidate A) see your card. Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate A

 2 minutes

Interlocutor Thank you.

Interlocutor Ask one of the following questions to Candidate A:

- What do you think makes a good mediator?
- Can conflict-resolution skills be measured? (Why? / Why not?)
- To what extent is it possible for the relationship between two parties to be fully repaired after a period of conflict?

Invite Candidate B to join in by selecting one of the following prompts:

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

Candidates

 1 minute

Interlocutor Thank you.

Task 5(b)

What are the advantages and disadvantages of mediation in resolving conflicts?

- objectivity
- skills/professionalism
- time efficiency

Interlocutor Now, to finish the test, we're going to talk about conflict in general.

 up to 4 minutes

Address a selection of the following questions to both candidates:

- **To what extent is conflict an inevitable aspect of human interaction?**
- **Is it more important to be right or to preserve relationships when people are in conflict?**
- **Does power always play a role in how conflict is resolved between people or countries? (Why?)**
- **Is conflict resolution a skill that can be taught, or is it something that is only learned through experience?**
- **How do societal norms influence the way people express and resolve conflict?**
- **How can conflicts at an international level impact on the individual?**

Interlocutor Thank you. That is the end of the test.

2  **66** Compare your recording to the sample responses.

Questions 1–8

For each question, choose the correct answer.

Mark your answers **on the separate answer sheet**.

Underwater gold

There are substantial amounts of gold in the oceans, and technology now exists to extract it from rocks on the ocean floor on an industrial **1** As long ago as the 18th century, chemists realised that **2** of gold could be found in seawater. This sparked the first ever gold rush, with inventors desperately trying to **3** a process to collect this precious metal. But however creative the methods employed, they all met with the same **4** – failure. This was mostly because the early researchers had **5** overestimated how much gold could be found in the water. Interest died out because the process was simply not economically **6**

Now technological breakthroughs have made it possible to drill into the seabed to reach the gold contained in rocks there. Exploration licences have been **7** to several companies who are interested in possible **8** of gold off the coast of Papua New Guinea. The equipment they will use can successfully withstand the exceptionally difficult conditions encountered at great depths.

- | | | | | |
|----------|---------------------|--------------------|--------------------|--------------------|
| 1 | A scale | B extent | C dimension | D scope |
| 2 | A remains | B vestiges | C traces | D hints |
| 3 | A devise | B contrive | C improvise | D fabricate |
| 4 | A destiny | B fortune | C fate | D outlook |
| 5 | A densely | B grossly | C roughly | D crudely |
| 6 | A applicable | B plausible | C suitable | D viable |
| 7 | A issued | B notified | C published | D released |
| 8 | A stocks | B hoards | C deposits | D supplies |

Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.
Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

The joy of shops

One of my favourite columnists has joined the ranks of those who think it's only a **9** of time before shops die **10** altogether and we acquire everything online. **11** all due respect, I say he is wrong, since he doesn't seem to realise that real shopping is partly about acquiring things. You can – at **12** some people can – have a highly satisfactory afternoon shopping **13** buying a thing. This is in no way amazing; fishing, after **14** , doesn't depend on bringing home supper. The keenest fisherman I know invariably puts the fish back in the water.

In a similar way, evening classes may or may not achieve their original objective – better command of a foreign language perhaps – **15** they provide companionship and a pleasant evening out. The process of acquiring something is very often more important than the thing acquired, and so **16** is with shopping.

Questions 17–24

Read the text below. Use the word given in CAPITALS on the right to form a word that fits in the gap.
Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Investigating what people believe

Why people believe the things they do has long been considered a controversial issue.

Some insist beliefs cannot easily be studied because they are basically indefinable.

However, most would agree that beliefs consist of not just what we think is

17 correct, but what is right and good, and hence are highly

18 in determining our behaviour. This certainly makes belief

19 a worthy subject of study.

Some of the 20 that we have about what and how we believe are possibly wrong. Rather than questioning new information, human beings show a rather

21 approach to it. Often, for example, we believe what we see.

This is a reasonable approach when it comes to the five senses, but may be

22 when dealing with abstract stimuli such as new ideas. Studies

of the brain suggest that the ability to doubt something requires more mental effort than simple 23 of an idea. Consequently, it can be said that the

24 of individuals clinging to beliefs with little basis in reality is greater than once thought.

Keyword List

17 **FACT**

18 **INFLUENCE**

19 **ACQUIRE**

20 **ASSUME**

21 **CRITIC**

22 **ADVISE**

23 **ACCEPT**

24 **LIKELY**

Questions 25–30

For each question, complete the second sentence so that it means the same as the first, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

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

- 25 The coach told the team that they could achieve anything they wanted.

LIMITS

The coach told the team that they could achieve.

- 26 Hard work is the only way to achieve success in life.

SUBSTITUTE

There want to be successful in life.

- 27 I never considered the possibility that I might win the prize.

CROSS

Not once that I might win the prize.

- 28 Fred has failed to turn up to meetings before.

MISSED

This is meeting.

- 29 My aunt usually goes to the cinema every week.

HABIT

My aunt is to the cinema every week.

- 30 The teacher thought my failure to complete the course was disappointing.

DROPPED

The teacher was of the course.

Questions 31–36

Read the article about a British painter. For each question, choose the correct answer.
Mark your answers **on the separate answer sheet**.

A painters' painter

The work of the painter Ray Atkins is remarkably ambitious, says William Packer, so why is it that his fellow painters admire him while the public looks on?

To be considered a painters' painter is one of those compliments that has two edges to it. For while having the admiration and respect of one's peers is to be envied, the question remains: why should the rest of the world not be so readily convinced? It is one of those questions susceptible to so many answers as to have no answer at all: circumstance, prejudice, fashion, temperament, ignorance and chance all play their part. What seems fairly often to be the case, however, is that once one or two artists have had the good fortune to be recognised early on, others of similar bent and talent tend to be overlooked in the eyes of dealers, collectors and curators who should see more clearly sometimes than they do. It is as though there is a quota to be filled before **the next art trend** supervenes. So A and B come into the collection, and C and D and E are **surplus to requirements**. It is all very hard, but **time moves on**, and it is only for time to prove them wrong.

Ray Atkins is now in his late 80s and, with a career extending over six decades, has every right to be regarded as one of Britain's more distinguished senior artists. But although he has exhibited widely in England, and occasionally abroad, he is hardly yet the household name he might be, and our national collections remain **largely innocent** of his work. A quick run-down of the long list of his exhibitions over the years suggests something of a reason, and one not altogether his fault. It is not that he hasn't shown his work at reasonable intervals in London, but by far the greater part of his working life, in terms of both practice and exhibitions, was committed to the west of England; he studied in London, but for many years lived and worked in Cornwall. Even there, he was somewhat set apart, in no way benefiting by any stylistic association with the local 'school' of artists. It cannot be said often enough that there are more good artists in Cornwall than might randomly occur within a remote area of that size. But seen thus, through the wrong end of the metropolitan telescope, Atkins inevitably appears provincial.

Yet his work, by its very scale and the evident physical commitment in its making, in the handling of the paint and the mark upon the surface, declares a remarkable ambition. These are not easy paintings, neither in the practice nor in the response they require of the viewer. Such ambition, and on such a scale, carries with it considerable risk of failure, and here the evidence of the artist's struggle rests on the surface, clearly apparent. The conflict is clear. The heavy, thick paint upon the surface must be controlled, yet equally the energy and immediacy of the gesture must not be sacrificed. In many ways, he clearly stands with such contemporary painters as Frank Auerbach and Leon Kossoff – who **again**, fine though they are, are not the only painters of their sort worth serious attention. It comes as little surprise to learn that Auerbach, ever generous to the work of other artists, has long admired Atkins's work.

And like Auerbach and Kossoff in their different ways, Atkins makes few concessions in his choice of subject. For his subject is the landscape of broken ground, of derelict or forgotten places, worked as often as not on an epic scale. Frequently, he takes a higher overview, as if to look down into its bowl from the rim of the clay pit, or from high on the slope above the scrubby stream and marshy valley-bottom below the town, or from the cliff out across the estuary, with the dock under repair below. Human presence is implicit rather than described. There is nothing to these paintings of indulgence or flattery or seduction of the eye. And yet beauty of a kind there most certainly is.

- 31 What does the writer suggest about those artists who are considered to be 'painters' painters'?
- A They react in different ways to this label.
 - B They are often treated as outsiders by other artists.
 - C They fail to impress those whose admiration they seek most.
 - D They owe their status to the inherent unfairness of the art world.
- 32 Which phrase in bold in paragraphs 1 and 2 is used to report an opinion of the work of painters' painters such as Ray Atkins?
- A the next art trend
 - B surplus to requirements
 - C time moves on
 - D largely innocent
- 33 According to the writer, what has prevented Atkins from becoming better known?
- A He has shied away from showing his work at high-profile exhibitions.
 - B He is not perceived as fitting into any clear category.
 - C He has failed to produce sufficient collections of his work.
 - D He spends too little time refining his social and artistic skills.
- 34 The writer suggests that Atkins's approach to painting
- A sometimes leads him beyond his actual capabilities.
 - B reflects his disappointment as an artist.
 - C has become more intense over time.
 - D demands a particular type of technical skill.
- 35 The word 'again' in the third paragraph refers to the view that
- A talent is not confined to those who achieve recognition.
 - B paintings that are successful are not necessarily skilful.
 - C painters who want success need to conform to certain styles.
 - D judging a painter's potential for success is a subjective activity.
- 36 In the final paragraph, the writer makes the point that Atkins's works
- A capture the ugliness of human activity.
 - B provoke a mixed reaction in the viewer.
 - C tend to be aesthetically pleasing to look at.
 - D are often painted from a particular perspective.

Questions 37–43

Read the magazine article about the advantages of being bilingual. Seven paragraphs have been removed from the text below. For each question, choose the correct answer. There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet**.

Is being bilingual an advantage?

In 1922, the philosopher Ludwig Wittgenstein wrote, 'The limits of my language mean the limits of my world.' That is to say, the words that we have at our disposal affect what we see – and the more words there are, the better our perception. When we learn to speak a different language, we learn to see a bigger world.

37

Because a bilingual child switches between languages, the theory goes, she develops enhanced executive control, or the ability to effectively manage higher cognitive processes such as problem-solving, memory and thought. She becomes better able to inhibit some responses, promote others and generally emerges with a more flexible and agile mind. It's a phenomenon that researchers call the 'bilingual advantage'.

38

Much of this has come from the careful work of the psychologist Ellen Bialystok. For many tasks, including ones that involve working memory, bilingual speakers seem to have an edge. In a review of the evidence, conducted three years ago, Bialystok showed that bilinguals did indeed show enhanced executive control, a quality that has been linked to, among other things, better academic performance. And when it comes to qualities like sustained attention and switching between tasks effectively, bilinguals often come out ahead.

39

Although not herself bilingual in her early years, from the age of 11, Angela de Bruin spoke two languages. Born in the 1980s in Nijmegen, a small town in the Netherlands, de Bruin spoke Dutch at home and, in school, immersed herself in English. She became fascinated by bilinguals, and read avidly about the cognitive advantages that being fluent in more than one language was supposed to provide. In college, she took up linguistics and neuroscience. Three years ago, de Bruin enrolled in the psychology graduate programme at the University of Edinburgh to further pursue the link between bilingualism and cognition.

40

Normally, to test for an advantage in this area, you give a version of a task where people have to ignore certain

stimuli while selectively focusing on others. For instance, in a commonly used task, you are shown pictures (often arrows) on either the left or right side of a screen. If you see a right-pointing arrow, you press the right key. It doesn't matter on which side of the screen the arrow appears; the only thing that matters is the direction in which it points. Typically, people have faster reaction times on so-called congruent trials – when the right-pointing arrow actually appears on the right, and vice-versa. Bilinguals are supposed to have an advantage in the incongruent trials: when the left arrow appears on the right, and the right arrow appears on the left.

41

Systematically, de Bruin combed through research papers from 109 conferences that had to do with bilingualism and executive control. The rationale was straightforward: conferences are places where people present in-progress research. They report on initial results, initial thoughts. If there were a systematic bias in the field against reporting negative results – that is, results that show no effects of bilingualism – then there should be many more findings of that sort presented at conferences than are actually published.

42

In her papers, de Bruin doesn't reject the notion that there are advantages to being bilingual: some studies that she reviewed really did show an edge. But the advantage is neither global nor pervasive, as often reported. It's just that it might be different from the way many researchers have described it: for example, it may help children to develop their ability to switch between tasks. The true edge, de Bruin believes, may come far later, and in a form that has little to do with task-switching and executive control.

43

That, in and of itself, is a reason enough to learn a second, third, fourth or fifth language – and to keep learning them as long as you're able. The bilingual advantage may not appear in the exact guise researchers think of it today, but on a fundamental level, bilingualism's real benefits could be far more important.

- A** For the first half of the 20th century, researchers actually thought that bilingualism was a hindrance, something that hurt an individual's IQ and verbal development. But in recent years, far-reaching and compelling evidence has emerged that contradicts this.
- B** That is precisely what was found. About half of the data presented provided either complete or partial support for the bilingual advantage on certain tasks, while half provided partial or complete refutation. There was a distorted image of the actual study outcomes on bilingualism, leading people to believe that the benefits of bilingualism are strong and unchallenged.
- C** She ran an additional series of studies, which has just been submitted for publication. To test for a possible boost, she examined three different groups. Each group took part in four tasks, including one where they were asked to pay attention to coloured circles and squares.
- D** For example, adults who speak multiple languages seem to resist the effects of certain brain diseases far better than monolinguals do. One piece of research has found that lifelong bilinguals showed symptoms four years later than the monolinguals.
- E** Many modern language researchers would concur with such a premise. Not only does speaking multiple languages help us to communicate, bilingualism (or multilingualism) may also confer distinct advantages to the developing brain.
- F** It seems fairly evident from the study, then, that given a choice, you should raise your child to speak more than one language. Indeed, papers touting 'Creativity and bilingualism' and 'Cognitive advantages of bilingual five-year-olds' suggest that raising a child to be bilingual is a recipe for raising a successful child.
- G** Contrary to expectations, there was no discernible difference in performance. 'We thought, maybe the existing literature is not a full, reliable picture of this field,' she said. She therefore decided to explore it further.
- H** The aim was to explore the extent to which the bilingual brain was adapted to succeed. Specifically, she wanted to establish whether bilingualism has a strong effect on executive control.

Questions 44–53

Read four extracts in which biographers are discussing their craft. For each question, choose the correct biographer (A–D). Each biographer may be chosen more than once.

Mark your answers **on the separate answer sheet**.

The art of biography

A Donald Spoto

Good biographers understand the importance of giving a human context to the mere facts of a person's life. The biographer must ferret out the motifs, the themes of a life. As I proceed with my interviews or archival studies, the life of my subject emerges. It is a constant series of surprises. If there is no astonishment, then you're not sufficiently immersed in your investigations. The goal of the biographer is first and foremost to set the record straight. I know this isn't fashionable today, for we are part of a culture of gossip and innuendo, and professionalism in writing has taken a back seat. However, it is almost impossible to be objective, and it may not even be desirable. What is important is to have an understanding of a human life, the patterns of meaning of the life lived according to a certain value system, which may be alien to us, but which we cannot afford to dismiss.

B Leon Edel

Most biographies are started because you feel a sense of reverence for someone and their achievements. However, while writing the person's life, disconcerting discoveries can emerge. The initial infatuation, however exhilarating, has to be terminated if a useful biography is to be produced. Sometimes there is a real sense of feeling let down. Biography is dull if it's just dates and facts. Ultimately, there must be a sense of the inwardness of human beings: the ways in which we make dreams into realities, the strivings and the failings, the titanic inner struggles. The difference between a novelist and a biographer lies in the latter having to confess that he cannot fill in some of the gaps. There's so much that can never be verified, whereas the novelist can be omniscient. What we hope for from biographers is informed speculation. I usually set the facts in front of a reader and if necessary say 'we may conjecture' if I think the facts add up to this or that conclusion.

C Dinah Roe

Sometimes I find it difficult to write about people divorced from the world around them, because I am unconvinced that anyone really exists in isolation. We are all a part of a complex social network and we cannot help but be influenced by this. Good biographies are also as much about place and time as they are about people. Biographies should seek to evoke a clear sense of place, and highly polished literary skills are crucial to make such descriptions vivid. One of the most frustrating things is the volume of stories unearthed during the process of research that you have to leave out because they detract from the central narrative, or concern characters and incidents too minor to be entirely relevant. As a teacher, I always notice that an anecdote from an author's life really captures my students' attention. Humans have a passion for narrative, and when we indulge in gossip, for example, it is not necessarily malicious; we want to hear how the story continues from where we left off and we are curious to see how it ends.

D David McCullough

There's always a danger in allowing your admiration of someone to turn you into their cheerleader. But people can be remarkable. There's a line in a Seamus Heaney poem that goes: 'There comes a time when each of us needs to celebrate miracles when we see them.' And while it may be true that my subjects may be admirable, I don't shrink from including anything derogatory said about them or anything generally regarded as a failing in them in the story I tell. In fact, you can't see the light if you don't have the shadow. There is not necessarily a conflict between an academic biographer doing a technically precise work and a popular biographer who's writing a book that's 'a good read'. Academic writers who do pioneering work in the field are sometimes spectacular writers, just as so-called popular writers can produce work of the first rank. You can have all of the factual information right and get what happened wrong. That's why you cannot neglect the emotional weather that might have been buffeting your subject on a particular day; for example, just how tired was that man when he had to make those decisions and what else was on his mind?

Which biographer

explains the human appetite for stories about the personal lives of others?	44
is careful to ensure that specific negative traits in the person aren't omitted?	45
implies that biographers should avoid judgements based on the moral standpoints of their own time?	46
disputes the view that there are two distinct types of biographer?	47
criticises current attitudes towards the lives of others in society?	48
points out that some individuals are genuinely worthy of our respect?	49
admits biographers have to accept a degree of ignorance?	50
suggests that doing the necessary background research can be a rewarding process?	51
expresses doubts as to the validity of analysing a person out of context?	52
points out that biographers will often become disillusioned with their subjects?	53

Question 1

You **must** answer this question.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible and include your own ideas in your answer.

Write your answer in **240–280 words** on the separate answer sheet.

1 Looking ahead

Sometimes, after a long day struggling through textbooks, you need to remind yourself why you're putting yourself through it. You will not get that brilliant career as a lawyer, engineer or research scientist if you do not dedicate years of your life to gaining the knowledge and skills essential for those professions. Some careers are undoubtedly more rewarding than others. Much of the satisfaction that they provide comes from the awareness that you are making a valuable contribution to society, as being able to use your skills for the benefit of others can be a powerful boost to anyone's sense of self-worth.

The happiest days of your life?

Some people are eternal students. They spend their whole lives trying to acquire knowledge, simply for the joy of learning, for the pleasure they experience from opening their minds to new information and fresh ideas. Consequently, studying for them is not a chore, but a delight. Not everyone is like that. Some people study more to please others than themselves, going to university to meet their parents' or their teachers' expectations. They are passive rather than passionate students, and their main emotion on completing their degree is relief that their days in the library are over.

Write your **essay**.

Questions 2–4

Write an answer to **one** of the questions in this part.

Write your answer in **280–320 words** in an appropriate style on the separate answer sheet.

Put the question number in the box at the top of the answer sheet.

- 2** A lifestyle website has requested articles about what readers consider the most useful invention from the last 200 years. You decide to send in an article briefly describing an invention made in that period and justifying your claim that it is the most useful invention from that time. You should also explain which field you think will be most innovative in terms of inventions in the next 50 years.

Write your **article**.

- 3** You have been asked to write a report for an international social-studies organisation about a traditional activity from your country, such as a style of music, dancing or handicraft. You decide to submit a report, briefly describing the origins and explaining the current status of the activity. You should also discuss how important it is for traditional activities of this sort to be preserved.

Write your **report**.

- 4** An international entertainment magazine has asked readers to send in reviews of films that arouse positive emotions in the viewer. You decide to send in a review of a ‘feel-good’ movie that you have watched. You should briefly describe the movie and explain why this particular film makes people feel happy. You should also assess whether such films serve a useful purpose or are merely unhealthy escapism.

Write your **review**.

Questions 1–6

You will hear three different extracts. For each question, choose the correct answer. There are two questions for each extract.

Extract One

You hear two people talking about mosquitoes.

- 1 When talking about natural mosquito repellents, what is the man doing?**
 - A** suggesting that claims about them are false
 - B** expressing scepticism about their effectiveness
 - C** criticising the way they are typically priced

- 2 The man and the woman agree about the**
 - A** need to consider environmental effects.
 - B** differing responses to mosquitoes around the world.
 - C** severity of mosquito bites for different people.

Extract Two

You hear an interview with a woman about working in STEM (science, technology, engineering and maths).

- 3 The woman thinks the lack of women in STEM is due to the**
 - A** lack of exposure and support.
 - B** biases within the education system.
 - C** negative portrayals of STEM careers in popular culture.

- 4 How does the woman feel about the future of women in STEM?**
 - A** sceptical about the likelihood of real change
 - B** mindful of the speed of implementation
 - C** encouraged by recent changes in employment

Extract Three

You hear an interview with a man who completed a mountain trek called the Three Peaks Challenge.

5 What surprised the man when he did the challenge?

- A** how unpredictable the weather was
- B** how capable he realised he could be
- C** how much interest the challenge now attracts

6 According to the man, people wanting to complete the challenge ought to

- A** work on improving their fitness.
- B** prepare themselves mentally.
- C** research logistical practicalities.

Questions 7–15

You will hear a film director called Victor Daniels talking about time travel in films. For each question, write the correct answer in the gap. Write a word or short phrase.

Time travel in films

The idea of time travel in films was popularised through **7** about a hundred years ago.

Victor believes that it is overly simplistic to describe time travel as a mere **8**

According to Victor, people understand that the plot of a time-travel film is far less important than the **9**

Victor says that **10** is a common topic in time-travel films because it reflects reality.

Victor believes that film directors should treat their characters' journeys in a **11** manner.

Victor suggests filmmakers add **12** by using the time-loop technique.

Victor highlights how incorporating **13** is more effective on the screen than on the page.

Victor says that the science used in time-travel films can serve as a window into **14**

Filmmakers use the butterfly effect to explore the degree of **15** people have in shaping their future.

Questions 16–20

You will hear an interview with a chef called Eleanor Canning and a nutritionist called Mike O'Neill about plant-based meat. For each question, choose the correct answer.

16 Mike says the plant-based meat products in supermarkets

- A** have varying range, depending on area.
- B** are beginning to rival meat selections.
- C** took a long time to become popular.
- D** offer too much choice for consumers.

17 Why does Eleanor mention the Glamorgan sausage?

- A** to show how inventive people can be without meat
- B** to suggest that giving up meat was surprisingly common in the past
- C** to explain the historical need for meat-free products
- D** to argue that meat hasn't always been in demand

18 What does Mike think about how Eleanor works?

- A** It's sensible that she focuses on nutritional quality.
- B** It's encouraging that she offers variety for her clients.
- C** It's a shame that she doesn't use more plant-based products.
- D** It's inspiring to others that she makes such an effort.

19 Mike sees consumption of meat-free products for health as

- A** a simple way to ease into plant-based eating.
- B** an unacceptable alternative to cooking with vegetables.
- C** a convenient alternative for a sustained healthier diet.
- D** a clever way of encouraging consumer spending.

20 What is Eleanor's view on processed food in general?

- A** People misunderstand its benefits.
- B** It's not always as bad as people think.
- C** It lacks clearly labelled packaging.
- D** People have little option but to eat it.

Questions 21–30

You will hear five short extracts in which people talk about leisure events they attended for pleasure. For Task 1, choose from the list (A–H) the reason each speaker mentions for going to the event. For Task 2, choose from the list (A–H) what disappointed each speaker about the event. For each question, choose the correct answer.

While you listen, you must complete both tasks.

Task 1: choose from the list (A–H) the reason each speaker mentions for going to the event.

- | | | |
|-----------|----------|--------------------------------------|
| Speaker 1 | 21 | A to repeat a previous experience |
| Speaker 2 | 22 | B to embrace the spirit of adventure |
| Speaker 3 | 23 | C to take advantage of a connection |
| Speaker 4 | 24 | D to carry out a professional task |
| Speaker 5 | 25 | E to help someone out |
| | | F to fulfil a long-held dream |
| | | G to exploit a rare opportunity |
| | | H to act on some advice |

Task 2: choose from the list (A–H) what disappointed each speaker about the event.

- | | | |
|-----------|----------|---------------------------------|
| Speaker 1 | 26 | A the choice of venue |
| Speaker 2 | 27 | B the amount of seating space |
| Speaker 3 | 28 | C the sound production |
| Speaker 4 | 29 | D the effort put into the event |
| Speaker 5 | 30 | E the length of the event |
| | | F the access to the event |
| | | G the attitude of the staff |
| | | H the security procedures |

- 1** Read the exam instructions. Then practise answering the questions.

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor	Good morning / afternoon / evening. My name is and this is my colleague And your names are ? (Could I have your mark sheets, please?) Thank you. First, we'd like to know something about you. Where do you live, (Candidate A)? And you, (Candidate B)? [address Candidate B] Are you working or studying at the moment? [address Candidate A] And you? Select a further question for each candidate: • If someone visited your hometown, what's the one thing they should see or do? • Have you ever used the internet to help you learn a foreign language? • What would be the perfect holiday for you? • Do you spend a lot of time travelling to your place of work or study? • How important is it to know English in your country?
Candidates	
Interlocutor	Thank you.

- 2**  Listen to the sample responses.

- 1** Read the exam instructions and look at the pictures on page C14. Then, if possible, work with a partner to complete the exam task. Record yourself speaking.

Part 2 (approximately 4 minutes / 6 minutes for groups of three)

6 Podcast – the role of art

Interlocutor Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

Place **Part 2** pictures on page C14 in front of the candidates.
Select **two** of the pictures for the candidates to look at*.

First, I'd like you to look at pictures * and * and talk together about what might happen in the next few minutes.

You have about a minute for this, so don't worry if I interrupt you.
(2 minutes for groups of three)

Candidates

 1 minute
(2 minutes for groups of three)

Interlocutor Thank you. Now look at all the pictures.

I'd like you to imagine that a podcast is being created for students on the role of art. Here are some of the aspects they are planning to include.

Talk together about how important these aspects of the role of art might be to students. Then choose which aspect would be most interesting to students.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates

 3 minutes
(4 minutes for groups of three)

Interlocutor Thank you.

- 2**  Listen to the sample responses.

Test 6

Speaking Part 3

- 1** Read the exam instructions and look at the questions and ideas on page C15. Practise answering the questions, following the suggested time. Record yourself speaking.

Part 3 (approximately 10 minutes)

6 Digital footprint and online privacy

Interlocutor

Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

A

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place **Part 3** prompt card **Task 6(a)** from page C15 in front of Candidate A.

Please let (Candidate B) see your card. Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate A

 2 minutes

Interlocutor

Thank you.

Interlocutor

Ask one of the following questions to Candidate B:

- Do you think everyone should take steps to reduce their digital footprint? (Why? / Why not?)
- How might the approach to digital-footprint education differ between countries or cultures?
- How might people of different ages or backgrounds be at risk of creating a harmful digital footprint?

Invite Candidate A to join in by selecting one of the following prompts:

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

Candidates

 1 minute

Interlocutor

Thank you.

Task 6(a)

To what extent should educational institutions teach digital-footprint literacy?

- empowerment
- responsibility
- impact

Interlocutor Now (Candidate B), it's your turn to be given a question. Here is your card.

Place **Part 3** prompt card **Task 6(b)** from page C15 in front of Candidate B.

B

Please let (Candidate A) see your card. Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate A

 2 minutes

Interlocutor Thank you.

Interlocutor Ask one of the following questions to Candidate A:

- **To what extent should the knowledge that data leaks are possible influence the type of information we share online?**
- **How can companies be made more accountable for data leaks?**
- **Who do you think suffers most from data leaks – the company who was hacked or the customers whose data was compromised?**

Invite Candidate B to join in by selecting one of the following prompts:

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

Candidates

 1 minute

Interlocutor Thank you.

Task 6(b)

To what extent can online privacy be protected in today's digital world?

- improvements in tech
- legislation
- awareness/education

Interlocutor

 up to 4 minutes

Now, to finish the test, we're going to talk about digital footprints and online privacy in general.

Address a selection of the following questions to both candidates:

- **To what extent should people be concerned about the permanence of their digital footprints?**
- **Is online privacy a basic human right? (Why? / Why not?)**
- **Can transparency from tech companies ever truly protect users' privacy? (Why? / Why not?)**
- **Should individuals have the right to delete their data from all platforms? (Why? / Why not?)**
- **Is the collection of personal data always a threat, or can it be beneficial? (Why? / Why not?)**
- **How does constant data collection affect people's trust in digital systems?**
- **Is it ethical for companies to offer free services in exchange for personal data? (Why? / Why not?)**

Interlocutor

Thank you. That is the end of the test.

2



Compare your recording to the sample responses.

LISTENING PART 1

1 Exam practice

Extract 1

Woman: Harry, has anyone volunteered to say a few words at David's retirement party yet? As head of department, surely his contribution to the company should be acknowledged.

Man: As long as whoever does it steers clear of droning on for ages about his various accomplishments, as that invariably results in stifled yawns or shoe gazing, putting a dampener on the whole thing.

Woman: Obviously, I don't mean some long-winded speech about his illustrious career or inspirational character.

Man: These things are tricky, though. It can't be too much of a trip down memory lane, but it should be personalised, not just made up on the spot, otherwise it'll come across as shallow and meaningless.

Woman: I really mean just something light-hearted about how working with him has been beneficial for us, given his experience ... opportunities to fulfil lifelong dreams, pastures new ... that kind of thing.

Man: OK, pitching it like that sounds good.

Woman: At this stage, my concern is that nothing's happening. I don't mind doing the groundwork, but I really need people to stop dragging their feet and volunteer to speak, or at the very least come up with some anecdotes. I'll send an email round later.

Extract 2

Man: Natasha, kitesurfing is an incredibly demanding sport – not just physically, but also in terms of the time and financial investment. The gear alone is no small commitment. What was it that made you stick to it?

Woman: Well, the introductory course I took was absolutely fantastic. Once you get past the initial learning curve, it's genuinely exhilarating. That said, by the end, the full extent of the commitment required had definitely sunk in. The thing was, though, everyone really clicked, bonding over mini victories, and we ended up arranging a few meet-ups. Without that group dynamic, I'm not entirely sure I would've stuck with it.

Man: Right, I can see how it would be easy to get caught up in the spirit of all that, although I'm not sure if I could last the distance physically! And what about that much-hyped adrenaline rush that's so often associated with extreme sports?

Woman: Bear in mind it's essentially the body's fight-or-flight response, a physiological reaction to perceived danger. While the initial surge can feel electrifying, I wouldn't necessarily say it's worth chasing purely for the thrill. It loses its edge with repeated exposure anyway, so it's hardly sustainable as a motivator in the long term.

Extract 3

Choosing an online profile picture is far more important than most people realise. People make character and personality judgements within a split second of being shown someone's photograph, therefore it stands to reason that there are negative implications for our personal and professional lives if we opt for a bad one. After all, everyone is keen to give a good impression.

Given the significance of a well-chosen profile picture, it seems surprising that people are remarkably bad at it. And yet recent research has shown that this is the case. Researchers at a university in Australia discovered that strangers are way better at choosing our profile pictures than we are. In their experiment, images selected by strangers were more flattering and gave a better impression to others compared to those which people selected for themselves. As counterintuitive as it sounds, strangers appear better able to match photographs of others to the contexts of the websites, such as looking competent on a professional networking site or looking approachable on a community form. The

researchers are currently at a loss to account for these findings and are keen to further investigate the factors involved in the decision-making process.

LISTENING PART 2

2 Exam practice

I'm Suzanne and I'm going to talk about open-water sea swimming, including what those considering undertaking the Everest of swimming – swimming across the English Channel – need to consider. This is the section of sea between England and France, about 33 kilometres of open water.

Generally, people don't take to open-water swimming like a duck to water, largely because the sport is misunderstood. For most, the challenge lies in the mental aspect of it, rather than coming to grips with the physical fitness required, which people tend to focus on. The lack of a rope lane, the inability to see below you, coping with the elements ... it's a whole new ball game, in terms of psychological factors.

I'd wholeheartedly recommend joining a swimming group at first, as it's essential to swim with others, and members will have a wealth of experience that can help you before you tackle a big open-water swim. It's not just dive on in; factors like gauging the wind and precipitation are essential, as well as scoping out how busy the water might be. There are usually some obstacles, whether it be a large or small boat, jet ski or marine animal, and preparing for this is crucial for a safe swim.

While I say this, it's important not to get intimidated by these safety considerations, as they don't detract from the feeling of exhilaration gained post-open-water swim. When I'm out there, I enter a meditative state of left, right, left, right, solely focused on ploughing on, but afterwards, when I'm out of the water, that transforms to something bordering on a sense of euphoria – the same feeling as doing any other sport, but on overdrive.

Completing my Channel swim, which was a whopping 35 kilometres, really was the ultimate in euphoric experiences. Now, when undertaking this kind of challenge, practising in coastal areas is fundamental. I coupled this with a few trips to Lake Windermere, which is the training ground for most English Channel hopefuls and the site of many a qualifying swim. This is a set distance that challengers need to complete; a mandatory requirement for tackling any Channel bid.

With swimming the channel, it's a good idea to put on a few pounds to help you stay warmer. I've heard outlandish tales about people covering themselves with goose fat – which, in fact, even the earliest swimmers shied away from. Although some people do apply a layer of lanolin and petroleum jelly to their skin, this is more for chafing than for the cold. Acclimatising yourself to cold water is important. Most people settle for opening their windows at night, but I took a step further and slept outside. Coupled with quite a few of what are called contrast baths – alternating the temperature, as opposed to simply ice-cold showers – I felt sufficiently prepared.

Research is essential for taking on the English Channel, where there are some of the strongest and most complex currents in the sea around Europe. These should be part of a navigation strategy and can actually benefit the swimmer, unlike waves, which can hit at any time, ruin the best-laid plans and test the stamina of even the fiercest swimmer.

Remembering that a Channel swim can take up to 27 hours or more, it's of the utmost importance to have a feeding strategy and accustom yourself to eating while in the water, which my mother told me never to do! A support swimmer is also allowed in the water for up to an hour at a time, and this can be a significant boost to morale in the, let's say, more taxing hours of the swim.

Swimming on the TV, like you see in the Olympics, paints a picture of grace and refined technique, and couldn't be further from what Channel swimmers experience. This swimming is messier, and every stroke comes from a place of pure grit as you face up to all the doubts that will undoubtedly come flying in. It's the only thing that will keep you going when your muscles are hurting and your ego is deflating even quicker than your lungs. Yet is it worth it? Of course, my answer would be a resounding yes.

LISTENING PART 3

3 Exam practice

Man: Welcome to *Yesterday, Today, Tomorrow*, the history podcast. I'm historian Jake Bilder and I'm joined by leading anthropologist Professor Micheala Jones. Today, we're going to talk about ancient DNA, which is the study of ancient genes, and its impact. Before we get into it ... I've always been an anthropology buff, ever since I watched a documentary on neanderthal life, but what got you into the area of anthropology?

Woman: Good question, Jake. I loved the idea of archaeology when I was younger, but after volunteering on a dig, I realised it wasn't for me ... but I was still kind of interested in the area. I suppose the game changer was the year I was in South America, when I came across a fascinating pop-up exhibition on the story of the ancient populations there. I'd always had a vague interest in such things, but this really ignited it. It dawned on me then that my interest was more anthropological. I've been working in the field ever since, and I have just advised on a documentary on ancient life.

Man: Anthropology is certainly a fascinating field, too, especially with the developments ancient DNA's brought. I remember people were quite sceptical about studying DNA in this context at the very outset, but it's really come on in leaps and bounds. Professor, for those unfamiliar with the term, tell us a little about ancient DNA and how it's affected our understanding of the world.

Woman: DNA tends to court a bit of controversy in general, but ancient DNA has thankfully sidestepped this reputation. It's basically all about ancient genes, fragments of preserved bones, teeth, soil and so on that enable us to peel back the layers of history we had no way of knowing about ... and it's changed the way we think about ancient people in the blink of an eye. We've been able to trace human migration patterns, look at the genetic impacts of historical plagues, all kinds of things, just in ten years ... and, in my view, we're still just scratching the surface.

Man: One of its great uses is being able to determine, with certainty, first- or second-degree relationships between people. I remember reading about an excavation of three generations of a shepherding family – I believe it was over three generations – and the insights gained into the community. All the females were either a wife or partner, or a daughter. There were no sisters.

Woman: Yes, it suggested that the wider family structures revolved around men, and the women were the transient ones, moving on and pairing up with different groups. This was likely based on practicality and bears out findings from other sources about other locations. That particular piece of research also showed how hard life was for people back then, with the average life expectancy much lower than we believed before.

Man: Indeed. We always think that the survival of humanity is about being strong, being able to adapt and overcome your environment. But ancient DNA shows that it's probably less about that ...

Woman: Exactly.

Man: ... and more about forming melting pots of different DNA by assembling new communities. This truly gave us some kind of genetic flexibility in order to weather the storms of famine, plague ... the need to migrate.

Woman: I very much like your ideas there, although I suspect it's hard to pinpoint one thing that leads to survival. So many factors are essential.

Man: And I suppose, well, we have to mention the naysayers. The people out there who think there may be ethical issues about sequencing ancient DNA.

Woman: Well, it is a thorny issue, and there have been strict protocols developed on how we researchers should work ... but let's not overstate the issue – detractors are few and far between. Of course, we can't control anything that is out of our hands, like any field, but we continue to strive for the highest principles.

Man: Absolutely. Now let's talk about your own research, which I must say, is absolutely fascinating ...

LISTENING PART 4

4 Training Exercise 2a

Speaker 1

Last winter, I did a rock-climbing weekend, which was a first for me. Mastering the fundamental skills wasn't as complicated as I'd expected, but staring up at a sheer rock face did make me a little apprehensive – I was completely out of my comfort zone. But the instructors were really attentive; we were obviously in safe hands. Besides, confronting and overcoming my fears is what drives me to do these things.

The instructors are from the region and know those rocks like the back of their hands. If I were researching another trip like this, I'd focus on the instructors. Anyone offering these trips is officially certified, but these guys were a level above, and it showed.

5 Training Exercise 2b

Speaker 2

Something which people often overlook about activity breaks is that there's a lot of specialist equipment involved, so you'll need to set a realistic budget. I went paragliding for a weekend with my friend Rebecca recently – not something for the faint hearted! – but we had to factor in the accommodation, too, as this wasn't included in the package.

The experience really pushed us to our limits ... however, it was well worth it for the scenery alone. Rebecca always manages to find a company which does these activity holidays somewhere obscure, so you don't feel like a regular tourist. That's usually the deciding factor for me, more than the activity itself.

6 Exam practice

Speaker 1

Relying on clubs or gym classes doesn't form solid adult friendships. Mutual interests just aren't substantial enough to sustain a friendship, even if you do spend every Thursday evening smashing balls around a tennis court. It's about taking casual acquaintances to actual friendships. You have to find out what makes that person tick, different aspects of their character. And this doesn't happen overnight, it takes actual effort. True friendship means always being there, as far as I'm concerned. Life is full of ups and downs, and long-lasting friendships manage to navigate all that. Although for me, it has to be reciprocal ... and then the friendship is likely to last.

Speaker 2

Last year, after my wife and I relocated for work, I was struggling to make friends outside the workplace. For me, the closeness of real friends comes from exploring ideas, and I'm uncomfortable doing this with colleagues. Personal connections come from putting the world to rights over a coffee. As an adult, I've found it hard to find my tribe, so to speak – something I never encountered at school, where there was no shortage of likeminded people to hang out with. Anyway, in a futile attempt to remedy the situation, I joined a book club ... and to my surprise instantly hit it off with a couple of people due to our love of mystery fiction.

Speaker 3

Without a shadow of a doubt, having kindergarten-aged kids is a real boon for meeting new people, and parents now make up a substantial chunk of my friendship group. I'm extremely grateful, but it's more that we're all in the same catchment area than that our interests and passions match up. Having friends in different social circles when you have small children is quite problematic. Granted, I'd rather have deeper connections so I can open up about private things, but that's not where my life is now. I have a couple of long-standing friends who I confide in, and that's what matters to me.

Speaker 4

For me, one of the absolute fundamentals of adult friendship is respecting each other's opinions. I love hashing over the news with friends, irrespective of whether our perspectives align or not. However, I've noticed that people often fail to take risks, or at least there's a perception of that. I wonder if it has something to do with wanting to avoid getting into arguments or blurring the boundaries of acceptable conversation topics. I think there's more at stake in adult friendships, and friends can be lost over a mere difference of opinion. But then, of course, conversations are bland so as not to offend anyone and end up in their bad books.

Speaker 5

My childhood friendships were undeniably about bonding over things, not simply a product of going to the same school or living on the same street. Whether it was landing in hot water for booting a football through a window or customising our clothes with the changing fashions, we were in it together. Even with the best intentions, those kinds of activities aren't really plausible as adults, which means forging friendships can seem terribly demanding now. As adults, we're snowed under with all sorts of commitments. I'd love to meet new people, but things get in the way. Unfortunately, ferrying the kids to their after-school activities and doing the household chores top my to-do list.

SPEAKING PART 1



7 Training Exercise 1b

Hi, everyone! Today, I wanted to share with you the assessment criteria for the C2 Proficiency Speaking test. As you're going to take this test, I think it's really important that you understand what the examiner is assessing you on, so that you can work on areas where you might not be as strong and make sure you really do your best on the day.

The first thing people often think about when it comes to 'good' speaking at C2 is if you're using a lot of complex words and phrases. And this is absolutely one of the things that the examiners are looking for. In the test, you'll be asked to speak about different, abstract topics, as well as giving personal information and opinions. Are you able to express yourself, to say exactly what you mean by using precise words and phrases? Can you use a wide variety of language, from simpler words to more complex vocabulary – things like multiword verbs and idioms? And can you use these words and phrases accurately, without making a lot of mistakes? This is all covered under the criterion of Lexical Resource.

Related to this is Grammatical Resource. This means, again, using a wide variety or *range* of language, but this time in terms of grammatical structures. If you use only simple grammar, like past simple and present simple tenses, simple sentences without subordinate clauses and so on, you're not going to get a great mark at C2 level. Getting the simple grammar right is important, but at C2 Proficiency level, you need to show you've got a really good command of all the complex grammar, too – think relative clauses, conditionals, noun phrases ... things like that. The examiner is looking for simple *and* complex grammar and with very few mistakes.

Now, don't worry if these two criteria seem really similar to you – it's the examiner who has to notice the differences and give you individual marks for Lexical and Grammatical Resource. Just focus on widening your vocabulary and use of grammar, and trying to speak as accurately as possible.

I'm sure you all thought about fluency. The examiner is looking for this, for sure. At C2 level, they want to see that you can speak for an *extended* period, with very little hesitation, and they are also looking at the way you *organise* what you say. What does this mean? Well, it's things like using discourse markers and linking words to join your ideas and make it easy for a listener to follow. Again, you need to be using a *range* of these. Not just *and*, *but* and so, but more complex phrases. This all comes under the criterion of Discourse Management. And another point here is that your answers need to be relevant and on topic – you need to answer the question the examiner asks you. So, stay on the topic, give an extended answer, organise what you say, don't hesitate too much – that's good Discourse Management.

Now, remember that you'll probably be doing this test in pairs, and the examiner will be watching how you interact with your partner. Do you take turns? Can you build on the points your partner makes? Can you develop the discussion so that it becomes broader and introduce different points? At C2 level, they want to see that you can interact with ease, refer to what your partner has said and keep the conversation going. This is all covered under the criterion of Interactive Communication, and this is especially relevant to Part 2 of the exam, the communicative task.

Last but not least – and I'm sure you all thought about this – is how you sound when you speak English. In terms of Pronunciation, the examiner wants to see that you can speak clearly and that you can be understood. This is referred to as 'intelligibility'. They're listening to see if you can produce the sounds of English, if you can place stress appropriately in your words and sentences, and if you can use intonation to add meaning to what you say.

Don't worry if that all seems like a lot – you're going to learn about each of the criterion in more detail as you work through the Training sections of Tests 1 and 2, so that you can make sure you prepare properly and feel ready and able to do your very best on test day.



8 Training Exercises 2c and 2d

- 1 **A:** How often do you use the internet?
B: All the time. I use it all the time.
- 2 **A:** What do you find most interesting about your work or study?
B: Probably the people.
- 3 **A:** What motivated you to learn English?
B: Well, I need it for university. That's why.
- 4 **A:** Which place in your hometown would you recommend a tourist to visit?
B: The big square in the centre of town.



9 Exam practice Exercise 2

First, we'd like to know something about you. Where do you live?
And are you working or studying at the moment?
What's your favourite thing about the place you live?
How do you like to spend your weekends?
Thank you.



10 Exam practice Exercise 3

Interlocutor: First of all, we'd like to know something about you. Hugo, where do you live?

Hugo: I live in a little village called Yvoire, which is really close to Geneva, Switzerland, on Lake Lemán.

Interlocutor: And you, Sandrine?

Sandrine: I'm originally from Paris, but we moved several years ago to here in Lyon. I live in the suburbs, quite a quiet area.

Interlocutor: And are you working or studying at the moment?

Sandrine: I'm coming into my final year of school, so I've got some important exams coming up! Also, I've got a part-time job for a bit of extra cash.

Hugo: I'm studying chemical engineering. It's my first year at university, and I've also got my end-of-year exams soon.

Interlocutor: Sandrine, what's your favourite thing about the place you live?

Sandrine: The thing I really appreciate about Lyon is the cultural scene. There are so many events, and the cultural calendar is really eclectic. I'm into art and I love the range of exhibitions you can see here. It's really inspiring, actually.

Interlocutor: Hugo, how do you like to spend your weekends?

Hugo: Well, I'm very lucky to be living right on the banks of a lake, and it's a gorgeous place for a walk along the shore. You can swim there, too – just not in the winter, it's freezing! It's very tranquil, apart from in the summer, when we get a bit inundated by tourists!

Interlocutor: Thank you.

SPEAKING PART 2

11 Training Exercise 1a

Interlocutor: ... and talk together about what might have just happened. You have about a minute for this, so don't worry if I interrupt you.

Chen: Well, I'm quite intrigued by this one. They look like they could be in someone's house or maybe at uni and ... they're celebrating? They got their exam results?

Dino: It's like the tutor just stepped out of the room for a moment and they've all gone crazy!

Chen: Could be! Especially this guy at the front – he's really going for it! It seems like he got the best mark ever. But the vibe of this one is totally different, isn't it? Much calmer, quieter. Do you think they're dealing with some kind of problem?

Dino: Mmm. I'm wondering which one has the problem and who's giving advice here. It's not quite clear to me.

Chen: It seems to me more like they're working through an issue together. Maybe again they're students, and they're both facing the same thing, and they're trying to decide what it is they should do ...

Interlocutor: Thank you.

12 Training Exercises 1c and 1d

Interlocutor: Now look at all the pictures. I'd like you to imagine that a publishing company is releasing a book about stress management for students. These pictures show some of the ways in which students can manage stress. Talk together about how effective these activities are as a means of managing stress. Then decide which one is most powerful and should be used for the cover of the book.

Dino: So, we've got seven pictures here – quite a variety. Starting with A, the weekly planner. I guess having a schedule helps students stay on top of things and reduces stress, right?

Chen: Yeah, definitely. I use one myself. But do you think this image could create pressure? You know, like, when you fall behind on your plan, it just adds guilt.

Dino: Mmm. Now here we've got a woman doing yoga. That one really gives off a calm, peaceful vibe.

Chen: It does, and it also encourages mindfulness, which is huge for stress. But not everyone finds it appealing – it's kind of quiet and introspective.

Dino: Well, here's a contrast, then – look at this one where they're all laughing and being silly. That feels super relatable, they've got a connection. And just having fun with friends is a massive stress reliever.

Chen: Totally agree. Laughter is underrated. But looking at this another way, it might come across as a bit too casual for a book cover. Maybe it doesn't send the clearest message?

Dino: Maybe. So, this one, this looks like group therapy – people sitting in a circle and chatting. It feels quite open and supportive.

Chen: Yes, and going back to what you said about connection, I think this shows that well. But for students, it might feel a bit intense. Not everyone is comfortable with that kind of environment.

Dino: Fair. E – working through a problem together. I guess that one also shows emotional support.

Chen: Yeah, but it does look kind of heavy. Might it not make the book look too serious?

Dino: That's a good question. OK, so the guy reading on the sofa. He's chill, relaxed.

Chen: Absolutely. It's quiet, low effort, but I'm not sure the image itself stands out enough. It's peaceful, but not exactly eye-catching.

Dino: OK. Last one – the woman jogging through a park. That's got energy, it's outdoors, looks healthy, and it's something a lot of people can relate to. Plus, visually, it works.

Chen: Let's recap. The planner: practical, but a bit dry. Yoga's calming, but not for everyone. Not this one, too informal. Group therapy – a bit intimidating? The café: too serious. Reading: not striking. Jogging: active, positive, relatable. So, shall we go with this one?

Dino: Yeah, I think it's the most powerful image.

Interlocutor: Thank you.

13 Exam practice Exercise 1

Now, in this part of the test, you're going to do something together. Here are some pictures of people in different situations.

First, I'd like you to look at pictures C and E and talk together about what the people might be thinking.

You have about a minute for this, so don't worry if I interrupt you.

[1 minute pause]

Thank you. Now look at all the pictures.

I'd like you to imagine that an art college is putting on a photo exhibition about individuality. These are some student submissions for the exhibition.

Talk together about what message the photographers are trying to convey to the college students about individuality in these photographs. Then choose one image to appear on the poster advertising the exhibition.

Thank you.

14 Exam practice Exercise 3

Interlocutor: Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations. First, I'd like you to look at pictures C and E and talk together about what the people might be thinking. You have about a minute for this, so don't worry if I interrupt you.

Sandrine: OK, C ... is this person being made up? Or she's putting the make-up on herself? That would affect what she's thinking!

Hugo: Yes, like 'Don't smudge!' if it's someone else. Or, if she's doing it herself, she could be thinking about how much time she has to get ready for whatever event she's taking part in.

Sandrine: Yes. She could also be thinking: 'Is this the look I wanted to achieve?'

Hugo: Quite a look! And then if we look at E, this is totally different, the feeling is much more laid back. I think she's thinking how lucky she is to be in her own van, chilling out, on holiday maybe.

Sandrine: Could be. Or, she's thinking 'I need to check my socials' so everyone else can see what a good time she's having!

Interlocutor: Thank you. Now look at all the pictures. I'd like you to imagine that an art college is putting on a photo exhibition about individuality. These are some student submissions for the exhibition. Talk together about what message the photographers are trying to convey to the college students about individuality in these photographs. Then choose one image to appear on the poster advertising the exhibition.

Hugo: Let's start with the black sheep. It's a metaphor – standing out in a crowd, going against the norm.

Sandrine: Yes, simple and effective. It's saying that we shouldn't be afraid to be different. Look at the way the other sheep are looking at the black one! Kind of in awe ... or are they keeping their distance, somehow?

Hugo: Yes, it's quite clever, this image, the more you look at it, the more you can infer. Suspicion or respect? Defiance or indifference?

Sandrine: Now, the one with the woman holding paint bottles – what do you think about this one? Is she demonstrating her individuality?

Hugo: I think so. She's expressing herself creatively, and again there's a kind of fearlessness about being different, like the black sheep.

Sandrine: Yes, but the difference I see with this one is that it's not about standing out visibly, but about engaging creatively. That says more about how people become individuals, rather than how they appear.

Hugo: That's an interesting point, actually. So I guess the photographer here has gone for a more nuanced interpretation of the theme. And when I compare this to the carnival image, that's going back to standing out visibly.

Sandrine: Yes, but here the difference in appearance is deliberate, chosen. It's not that this person looks different or individualistic to start with, but they've chosen a certain kind of bold, visible self-expression – sparkles and make-up.

Hugo: I see what you mean. It's powerful ... but I'm not sure it's necessarily relatable for everyone. Some people express their individuality in far quieter ways.

Sandrine: Exactly. Then there's the photo composed of passport photos – people of different ages, races ... it seems to suggest that individuality is universal, that everyone brings something unique.

Hugo: I really like that. It highlights diversity without focusing on any one person. But visually, it's not very exciting.

Sandrine: True. It's funny, but although it does emphasise uniqueness, as you said, the overall effect is a bit like a scrapbook – just a collection of people who look different from each other.

Hugo: The last one, the woman working on a laptop in a campervan, that's an interesting take. It suggests independence and self-direction.

Sandrine: Yes, I think it's about freedom, carving out a lifestyle that suits you, outside of what people might usually expect. Living, maybe working on the road. Very relevant.

Hugo: So if we had to choose one for the exhibition poster, which do you think would resonate most with students?

Sandrine: I'd lean towards the woman painting ... B. Fearless self-expression. I think this one would really speak to a student audience.

Hugo: I was thinking the same. And what we were discussing about individuality as a process – that's relevant to students because they're on a journey of finding themselves ... or just becoming themselves, aren't they?

Sandrine: Then let's go with that one. As you say, it captures individuality as a personal journey rather than a finished product.

SPEAKING PART 3

15 Training Exercise 1a

Hey, everyone. I want to give you a few tips on how you can improve your score in Grammatical Resource and Lexical Resource in the C2 Proficiency Speaking exam.

First of all, **show what you can do**. That means using a **range of language**, not just the same safe words and phrases. Try to mix it up – use different tenses, expressions and vocabulary.

Of course, **accuracy is important** at this level. But if you make a mistake, **don't panic!** It's completely normal. In fact, we actually like to see you **take risks** – try using more precise or advanced vocabulary and grammar, even if it's not perfect. You'll get credit for this.

Try not to **play it too safe**. If you stick to only basic language, it's hard for us to see what you're really capable of.

Outside the exam, keep improving your English by **reading, watching and listening** to different things. When you hear or read a new word or phrase, **write it down and practise using it** – that's how new language really sticks.

So remember: variety, risk-taking and preparation are your friends. You've got this. Good luck!

16 Training Exercises 1c and 1d

Bilal

I believe that the future of our world is very much under threat. If the global temperature keeps rising, we're going to see a big increase in natural disasters. There will be more droughts, more floods and stronger storms. This isn't just a guess – it's already happening.

Extreme weather events, which used to be rare, are now becoming normal. Just look at the terrible wildfires we've seen recently in places like Australia, California and parts of Europe. These aren't just small, one-off events. Each one destroys huge areas of forest and countryside, and the damage is often very difficult or even impossible to fix. What makes this issue even worse is that it's

not just trees we're losing – whole ecosystems are disappearing, including many animals and plants that can't survive anywhere else.

And when we add this kind of destruction to the loss of natural spaces caused by cities growing and more farmland being needed to feed the growing population, the picture becomes even more worrying. All of this leads to a big drop in biodiversity, which means that more and more species are disappearing. And once they're gone, we can't bring them back.

Aisha

Well, I think parents and teachers both play a fundamental role in preparing children for the future: academically, socially and emotionally. It's more than teaching maths or science – it's about helping young people become adaptable, confident and responsible members of society.

Social skills, for example, are absolutely crucial. Kids need to know how to get their message across, how to work hand in hand with others, and how to keep their emotions in check – especially when things don't go their way. Then they'll stand a much better chance of getting ahead, both professionally and personally.

Parents can help build these skills at home by talking things through, setting a good example and stepping in when children need guidance. Teachers, on the other hand, can bring these skills out in the classroom. They can set up group tasks, encourage open discussions and create a space where everyone feels heard.

17 Training Exercise 1e

Bilal got a higher score for Grammatical Resource. He showed he can use a wide range of grammar, including complex structures like relative clauses and inversion. For example, he uses *not only ... but also* and starts a sentence with *What makes this issue even worse is that ...* Very nice! His overall accuracy is excellent – no mistakes.

However the vocabulary he uses is rather simple: *big increase, big drop, difficult, cities growing ...* He could improve his score in Lexical Resource by learning and using a wider range of more complex vocabulary more suited to C2 level. Things like idiomatic language, multiword verbs, compound adjectives and so on.

Aisha scored more highly in Lexical Resource. She demonstrates a wide range of vocabulary, including more complex language, like *keeping emotions in check* and *stand a better chance of doing something*. She also uses phrasal verbs like *work hand in hand with* and *stepping in*.

Her score in Grammatical Resource was lower because she uses quite simple grammar for C2 level, although she didn't make any mistakes. Aisha needs to use a variety of structures and examples of complex grammar that we expect to see at this level, such as passive structures, a wider range of tenses and relative clauses.

18 Training Exercise 2c

1 If the global temperature keeps rising, we're going to see a surge in extreme weather events. We can expect more frequent and prolonged droughts, severe flooding and more intense and destructive storms.

2 It's essential that children learn how to get their message across clearly, while at the same time developing the skills to work hand in hand with others. Keeping their emotions under control, even when faced with difficult situations, is another key life skill.

3 Plastic waste is a pervasive threat which not only puts marine ecosystems at risk, but also devastates natural landscapes.

4 Regular exercise has been shown to mitigate the effects of chronic stress. People who might benefit the most from this include university students, working parents and those suffering the loss of a family member or close friend.

5 There's no doubt that electric cars are an environmentally responsible initiative, but prices are beyond the means of most people, which is limiting widespread uptake.

6 Most people who overshare personal information online don't have the faintest idea about the risks they're taking.

7 If language learning was made compulsory in primary schools, the job prospects of school-leavers could be improved.



19 Exam practice Exercise 2

Interlocutor: Now, in this part of the test, you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So, Sandrine, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like. All right? Here is your card.

Please let Hugo see your card. Remember, Sandrine, you have about two minutes to talk before we join in.

Sandrine: OK, well, I think a lot of different factors influence the choices consumers make, depending on what they're buying. For example, when it comes to food, I would say most people look at price first, especially if they're on a budget. How much is it? Can I save a bit if I buy a bigger pack? Things like that. These days, I think people are looking at the label a bit more, trying to be a bit more healthy, but again, it all comes down to what you can afford.

But with clothes, it's advertising that really influences what people want to buy in terms of style and trends. This is probably more important than the cost in a lot of cases. Many people want to wear what's popular or what they see on social media – not just the products and brands that are pushed by influencers, but targeted ads that are forced on you any time you use social media. They have a way of getting in your head so you don't really know if your shopping choices are your own decision or not. So yes, advertising really does impact on what we buy, what we want to buy. Even young kids these days display a kind of brand awareness that we just didn't have when I was growing up, and that's coming from a mixture of online ads and peer pressure, in my view. I think it's a worrying trend, and it places pressure on parents to buy things just so that their children aren't left out or bullied. I believe this is called *pester power*.

Interlocutor: Thank you. Hugo, is it important to you to have the latest technology?

Hugo: Well, there's a difference between what I want and what I actually buy. What Sandrine said about price ... well, that's a big influence on my shopping choices, too. Yes, phone storage gets full and software goes out of date and the tech companies try to force you to buy the latest model, but it's not realistic for me to do that every year.

Interlocutor: How about you, Sandrine?

Sandrine: I agree with Hugo – in terms of my phone, I'm happy to leave that quite a few years before replacing it. But I'm a keen runner and I replace my smartwatch pretty often because they're always adding a new feature, and I feel it really helps me keep on top of my fitness.

Interlocutor: Now Hugo, it's your turn to be given a question. Here is your card. Please let Sandrine see your card. Remember, Hugo, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

Hugo: Well, I wouldn't say it's easy to make ethical consumer choices, but it's becoming more possible – if you have the time, money and motivation. One challenge is definitely researching which companies are actually ethical. There's so much information out there, and it's not always clear who's really doing the right thing and who's just greenwashing. You really have to dig into things like a company's carbon footprint, labour practices or supply chain ... and let's be honest, most people don't have time to research every single product they buy.

Then there's the issue of availability. In bigger cities, it's easier to find ethical alternatives, like local shops that stock fair-trade goods or eco-friendly products. Ethical products often cost more, too, which puts them out of reach for a lot of people.

That said, I do think people are becoming more motivated to shop ethically, especially when they see the impact it can have. Supporting businesses with sustainable practices or boycotting companies with unfair labour conditions sends a strong message. Social media makes it easier to raise awareness and put pressure on companies, and even small actions, like switching brands or buying less, can add up when enough people do them. So it's not easy, but it's not impossible either. It takes effort and commitment.

Interlocutor: Thank you. Sandrine, is it always better to buy local?

Sandrine: In terms of food, I think, yes. It'll be fresher, and going back to what Hugo said about carbon footprint, well, it hasn't travelled as far, so it's done less damage to the environment. It's usually cheaper, too, especially if you buy direct from the farmer. So it's better all round for the consumer.

Interlocutor: What do you think, Hugo?

Hugo: Yes, just adding to that, I think it's better for farmers as well. If you buy local produce from them directly, they don't have to sell through a supermarket, and that means they can get a fairer price.

Interlocutor: Thank you. Now, to finish the test, we're going to talk about 'ethical consumerism' in general. Is ethical shopping only available to people with a high income?

Sandrine: Honestly, I think ethical shopping often does come with a higher price tag – like organic food, fair-trade products or sustainable fashion. That makes it harder for people on lower incomes to choose those options, even if they care about the issues.

Hugo: Yeah, that's true. A lot of ethical products just aren't affordable for everyone. But looking at it from a different angle, being ethical isn't just about what you buy – it's also about buying less, reusing products or supporting local businesses. And those things can actually save money.

Sandrine: Good point. It's not always about spending more ... sometimes it's about being more intentional. But I do think companies need to make ethical choices more accessible. It shouldn't be a luxury.

Hugo: Yes. It has to work for everyone, not just people with high incomes.

Interlocutor: Can large corporations ever be genuinely ethical, or are their efforts always compromised by economic interests?

Sandrine: I think large corporations *can* be ethical, but it's difficult. They operate in a system where profit comes first, so even when they do something good – like reducing emissions or supporting workers – it's often driven by image or money. That doesn't mean the action is meaningless, but the motivation can be questionable. Still, there are some companies trying to do the right thing, even if it's not perfect.

Hugo: Yeah, I agree. The pressure to deliver profits makes it hard for big corporations to stick to ethical values long term. But looking at it another way, even if the motivation is mixed, progress is still progress. If they reduce harm or improve practices – for any reason – that's better than nothing. The key is making sure they're held accountable.

Interlocutor: Thank you. That is the end of the test.

Test 2

Audioscript

LISTENING PART 1



20 Training Exercise 1c

Extract 1

Jake: How's your new car, Anna? I saw you going past this morning ... looks pretty swish!

Anna: Yeah, I really love it! There's all this scaremongering about buying electric, but I've got to say, it ticks all the boxes for me. I half expect it to whip up a cappuccino for me on the way to work!

Jake: Ha ha! That wouldn't surprise me. And of course it saves you money on petrol.

Anna: No kidding ... although I didn't exactly do my homework before I bought it ... the model I picked seems to have a bit of a patchy write-up in some places, and I don't fancy forking out for repairs so soon!

Jake: I wouldn't lose sleep over that. You normally get a seven-year warranty on that make. You'll be able to fall back on that if anything goes wrong.

Extract 2

Recent tests of self-driving cars have seen pleasing results, but for many stakeholders, the idea of introducing them still seems fraught with difficulties. Initial statistics provide compelling evidence that these cars will be far safer on the roads than their human-controlled equivalents, yet insurers are hesitant at the moment, and are considering how to set premiums, due to uncertainty around liability in the case of an accident, rather than safety performance. However, it's important not to entirely devolve operation away from the driver, given that we will be in a transitional period for some time. As with all innovation, total reliance should never be the first step. We are likely to see a reduction in one major cause of accidents, though: driver error. Therefore, perhaps it's now time to embrace technological developments in cars and think positively about how they can be implemented in practice.



21 Exam practice

Extract 1

Ben: Hi, Maria. You're looking a bit stressed. What's up?

Maria: I'm just having a hard time with a colleague at work who thinks he can cherry-pick bits of projects and leave the donkey work to everyone else. I can't be the only one in the office fed up with it.

Ben: Hmm ... That sounds like a complete nightmare. Have you tried to talk to him about it?

Maria: Well, I mentioned it in a roundabout way, but he doesn't seem to see what the problem is. He just glazes over and talks about his creative flair without giving a second thought to anyone else. It's so frustrating!

Ben: Well, why don't you try and bring the issue up with someone senior? That way you might actually see some change.

Maria: I suppose I do need to do something, but I don't really want to make a whole thing of it ... Sometimes that comes back to haunt you.

Ben: Well, you can't carry on like this! You've got to do your best to sort it out sooner rather than later. Otherwise, you're going to be miserable in your own job, and he'll just carry on getting his own way.

Extract 2

Effective online networking has become a crucial skill for any professional who wants to expand their reach and influence. Many people view it as simply collecting connections on platforms like LinkedIn, but let me tell you, it goes much deeper than that.

From a marketing perspective, the key is to build genuine relationships. It's not just about who you know, or even how well you know them, but whether they see you as someone who brings lasting value beyond surface-level exchanges. So, if I were you, avoid anything like a generic connection request, but instead start engaging with others by giving insights into their content ... let them know that you're truly engaged. Share articles that might benefit them, then you really start to stand out.

You've also got to do this day in, day out. Regularly interacting with your network, celebrating their successes and providing support will naturally foster stronger connections over time. You want to be the cup of tea they instinctively reach for – not something they only seek out on special occasions. You'll stand out from the crowd not by being showy, but by being there. Only then can you build a lasting network.

Extract 3

New languages come into existence in two primary ways: through natural evolution and divergence over long periods, and also through conscious construction by individuals or groups for specific purposes. Toki Pona falls into the latter category. This constructed language, a deliberate exercise in minimalism, hails from a very refreshing perspective. With a lexicon of merely 120 to 137 root words, its very architecture, as it were, pushes speakers to distil any sophisticated notions into their very essence.

One cannot, for instance, use a single word to express a concept like 'evil' – in Toki Pona that word doesn't exist. Instead, Toki Pona

speakers would say 'bad good' or 'unwanted thing'. These words reframe a purely negative word, evil, into something more moderate, encouraging a mental shift away from purely negative labelling. This leads us to another repercussion of the vocabulary of Toki Pona – it compels speakers to apply their creativity by making compounds of words, therefore offering an insight into how speakers conceptualise the world. For example, the word *chilli* for some might be 'powerful good spice' in Toki Pona, while for others it might be 'crazy fire spice', indicating that the heat isn't quite as welcome!

LISTENING PART 2



22 Exam practice

Hello, everyone. My name's Lisa, and I'm an astronomer. I'm here to talk to you about astrotourism, which basically means going on trips and tours to places where you can properly observe the stars and planets in the night sky.

These days, barely anyone gets to observe what the night sky has to offer from their own home. This is largely down to the rise in urban living. The key to seeing the Milky Way, the craters of the moon or Saturn's rings is to be somewhere remote, with a much sparser population and therefore fainter light pollution.

And being able to see these celestial objects properly is an experience full of wonder. To pause and think for a moment that throughout history, our ancestors have sought inspiration, guidance and comfort by looking into the same starry nights helps us to reflect on our part in the universe. Stargazers often report gaining an altered perspective. In other words, they think about their life and things differently afterwards.

Most astrotourism takes place in locations which are called 'dark-sky areas'. Becoming certified as a dark-sky area is similar to gaining World Heritage status from UNESCO, the organisation that aims to foster international cooperation in things like science and culture. National parks and tourism companies face a rigorous application process. They have to comply with strict regulations on light pollution, as well as demonstrating that the local community is actively supportive of the idea. But getting the certificate is a milestone, as it means they can start to grow their astrotourism business.

The reasons people engage in astrotourism have expanded to other options besides looking at the stars, moon and planets through telescopes. Hikes and nocturnal wildlife watching are popular activities, as is night photography. All are designed to foster a connection to nature, something which citizens in cities don't get much chance of doing.

Astrotourism also ticks a lot of sustainability boxes. One of the biggest threats to sustainable travel is overtourism to popular destinations caused by social media. Astrotourism, however, brings much-needed tourist income to communities in locations where other employment can be scarce. In addition, it's important to remember that there is a clear advantage to stargazing outside the hectic summer months, since the winter nights mean the stars are visible for an extended period.

Another way it addresses employment in developing and rural communities is that it doesn't require much infrastructure or equipment. Set-up costs can be low, meaning these communities can get started with relatively little investment. One example of this is a community-led project in a remote region of northern India, where equipment and training in astronomy have been provided to a group of women so that they can offer stargazing stays. The region's isolated position means getting there takes a while, but the effort is rewarded. Being at such high altitude, the views of the Milky Way, stretching for miles across the mountains, are like nowhere else.

Stargazing can also be connected to local communities in other ways by astrotourism operators. For example, a hotel in Hawaii offers guests the opportunity to go on boat trips at night to learn about how the island's Polynesian ancestors navigated using the stars. Experiences like these, which tie in cultural themes, enable participants to have richer experiences, and this often brings it all to life a bit more.

Dark-sky travel is still a very new form of tourism; it's developing naturally out of grassroots efforts to conserve and restore the nocturnal environment. As far as I'm concerned, like any successful ecotourism, trips to observe dark skies must include some educational elements. Just as understanding the value of wildlife can't be instilled through elephant-riding experiences or dolphin shows, people can't gain an appreciation for the natural night without becoming more knowledgeable about what we are losing and how light pollution negatively affects our health and world.

LISTENING PART 3

23 Training Exercises 1c and 1d

I've always found that the most effective way to learn a new skill is through complete immersion, when you just throw yourself in at the deep end, no holding back. That's how many of the greats learned to play the guitar, actually. Just picked it up and played for hours every day, ignoring all the theory at first. Other schools of thought advise a more structured path, building up in incremental stages, theory before practice and all that, but I'm not convinced. Theory can be really off-putting compared to just getting on with it.

24 Exam practice

Interviewer: Welcome to *Social Matters*, and here with me today I have Samantha Mendes and Adam Riley, who work as lifestyle coaches. We're here to discuss the importance of 'doing nothing', so Samantha, can you just outline exactly why inactivity is important for us?

Samantha: Contrary to popular belief, constantly haring around doing things is not conducive to achieving good health, wealth and happiness. Though I know we might feel like we should always be on the move. Think about all those articles and memoirs of high achievers who all seem to be up at the break of dawn, juggle numerous hobbies and hold down a demanding job. Well, it turns out that time to disengage from the daily grind, daydream, lounge around on the sofa and generally just hang out doing nothing is what helps us humans recharge our batteries and thrive.

Interviewer: And why has this idea of the value of doing nothing been gaining ground recently, Adam?

Adam: Well, people are feeling exhausted with all the expectations we face nowadays. Modern society has convinced us that we should excel at so much – you know, be model employees, sail through all the ups and downs of family life ... even our leisure time hasn't escaped. Imagine running is your go-to health-and-fitness activity. Rather than just going for a run around your neighbourhood, you're highly likely to begin training for a marathon. You have all these progress-tracking gadgets as well, and they'll make every second count – you won't waste a second of your running time like you would just absent-mindedly jogging in the park. But of course, there's an elephant in the room, as it's now become an entirely cheerless pursuit. These days, everything's all about an endless journey to self-improvement.

Samantha: And don't forget that nowadays our workplace culture is geared towards long hours and this notion that increased effort contributes to effective output. Very seldom is anyone allowed to slack off at work. In fact, it is actively frowned upon – loafing around is no way to get things done. And yet, scientific studies suggest that this couldn't be further from the truth. Research shows that the human brain focuses efficiently in short bursts only, and that periods of inactivity promote problem solving and creativity.

Adam: One way to look at this is through the lives of successful people. Some of history's finest minds, such as the naturalist Charles Darwin, the physicist Albert Einstein and the director Ingmar Bergman, were known to put in relatively few hours per day on their work. Darwin famously spent hours walking in the afternoon, and yet his written output was quite remarkable. Writers such as Charles Dickens and Alice Munro worked similarly short days compared to the rest of us, putting in a solid nine to five or more likely eight to six these days. What's key to this, however, is figuring out the connection between how doing nothing for hours on end contributed to their body of work.

Samantha: And that doesn't mean simply imitating their actions or chuckling at their idiosyncratic, eccentric ways. Instead, we've got to analyse why their behaviours and routines were successful: how did working less yield such positive results? One thing which is constantly overlooked, but shouldn't be as far as I'm concerned, is that many people who have become experts – musicians, mathematicians, sportspeople, writers and so on – have consistently taken breaks to nap, walk or daydream. Their deliberate decision to rest may well contribute to the development of their expertise,

Adam: But can I just chip in here? We do need to bear in mind that these individuals chose to allocate their time as they saw fit because they had the licence to do so. Although it would clearly be beneficial, how many of us can demand a quick afternoon nap at work or delegate our responsibilities to free up time for an inspirational hike every day?

Samantha: Indeed. I mean, flexible working does exist in plenty of organisations, but only to a certain extent, for obvious reasons. Your list is full of professions where people work alone, not in teams where everyone needs to be present at the same time. And that's why I can't see having time to sit around doing nothing becoming common practice any time soon.

LISTENING PART 4

25 Training Exercise 1c

1 Her writing has encountered serious hurdles. She appears to be grappling with a lack of inspiration, and her recent novels have struggled to meet expectations. It's something many writers can identify with at times, I'm sure.

2 Her recent novels have shown marked deficiencies from her earlier work. The recent sales figures prove that she's failing to capture her once-loyal audience. If her output remains wanting, who knows what might happen.

26 Exam practice

Speaker 1

Writing my first novel was a slog; I felt paralysed by self-doubt. I found it such an emotional rollercoaster that now I surround myself with like-minds who know the agony of ploughing on when everything feels like a cliché ... the elation you feel when it's done, though, is second to none ... although you'll have to come back to it again and again to perfect everything, simply because any novel worth its salt must provide an attachment that the reader simply won't get in other forms of writing. Unlike in a fleeting news article, the protagonists of great narratives must transcend the printed page, giving the reader an emotional investment in the trajectories of their lives.

Speaker 2

I suppose what pulls all great novels together is the sense that it's not a story you're reading, but a life you're living. Getting the reader to feel as if they are within the story is a talent few have, and it certainly isn't easy to do. It involves real vision. I won't be popular with the editors, but as a writer, you must protect this vision, and the more people meddle, despite all good intentions, with your imagination, the more likely that your vision will get distorted. This was a rather rude awakening for me on my first novel, where I felt I lost the voice I gave my characters at the outset.

Speaker 3

If I had a penny for every time I started a novel that became a real grind halfway through, I'd be a millionaire. The secret of a real page turner is the subtle rhythmic pulse that sweeps you along. While reviewers might laud character, style or narrative arc, these are nothing without pace. New writers can learn this in time, along with other lessons! When I started out, I sat for hours tinkering with just a few lines of dialogue. Things turned around when I recognised that 'imperfect and done' is far preferable to one incredible page that will never see the light of day. Perfect prose and snappy dialogue can come later.

Speaker 4

The best advice I ever had when I was struggling to get published was that every good work stems from depicting inner turmoil. Doing this, however, can be a draining experience, and it doesn't take long to grasp that taking equal delight in crafting your story is a must. Writing is a lonely profession, but it also opens up your world to humanity. The thing that gets readers wanting more is when a novel goes where the pain is. It doesn't matter if it's based in a village or on the moon; a novel that touches upon the human condition and has the characters lay it bare ... that's a novel which will move the reader.

Speaker 5

Novels have one job: to entertain. And bad novels fail to do this, by simply *telling* the story. Don't get your characters stating, 'I'm angry!' when you can suggest it with 'His jaw was clenched; hands balled into fists.' Leave it up to the readers. After all, we're not so transparent in real life. It took a while for me to pick up on this ... When I began writing, I was trying – and failing – to develop a style without really using any kind of yardstick, so I went back to my literary heroes, analysed what I loved and what I didn't ... this helped me form my own writing personality so to speak.

SPEAKING PART 1

27 Training Exercise 2a

Beatrice

Interlocutor: How do you relax after a busy day?

Beatrice: I usually relax after a busy day by watching a series on my laptop. It really helps me to zone out, especially if I've got a lot on my mind, and I love to lose myself in a crime drama or comedy.

Interlocutor: What are the features of a good job for you?

Beatrice: For me, the features of a good job would include a good salary for sure – that's a given – but also training and development opportunities. I mean, I would want to feel I was getting some kind of structured learning in my first job after graduating.

Thomas

Interlocutor: Is it easy for you to practise speaking English in your daily life?

Thomas: Yes, pretty straightforward. I've got quite a few international friends, and our common language is English, so we naturally use that when we're hanging out. Plus, we also use it for voice notes, and that's speaking practice, too, you could say.

Interlocutor: What do you find most interesting about your work or study?

Thomas: The thing I enjoy most about my courses at the moment is the group project I'm working on. I'm finding it so much easier to bounce ideas off other people rather than thinking about it all by myself.

28 Training Exercise 2d

If someone visited your home town, what's the one thing they should see or do?

Is there a language you'd like to learn how to speak well?

How important is it for you to stay up to date with world events?

Which activity do you always make time for, even if you're really busy?

29 Training Exercise 3c

1 I believe it's better to try, even if you don't succeed.

2 I do enjoy online shopping! I can spend ages on it.

30 Training Exercise 3d

OK, so let's talk a bit about sentence stress. Now, you know that in English, we usually stress the most important words – the ones that carry meaning – like nouns, main verbs, adjectives and adverbs. Well, if we choose to stress particular words, and that includes words that are not usually stressed, it can change the meaning or the emphasis.

Let's look at the first sentence: *I believe it's better to **try**, even if you don't **succeed**.* This is an example of contrastive stress. We are stressing the words that show a difference between two things: *try* and *succeed*. Sometimes we use this to correct a misunderstanding, too.

Now, let's look at number two. Here, the speaker uses stress to show they have strong feelings about this: *I **do enjoy** online shopping!* Look – they have even added in the auxiliary verb *do* to add extra emphasis. And saying *I can spend **ages** on it* is really emphasising the length of time – ages! This kind of stress is called emphatic stress. Emphatic, like *emphasis*, *emphasise*.

If you can use sentence stress like this naturally and appropriately, it really helps you get your meaning across.

31 Training Exercise 3f

1 On the one hand, I like to be spontaneous, but on the other, it's good to have something to look forward to.

2 Alone. I know most people love being in a car with friends, but I need peace and quiet.

3 It's definitely helped me with my studies. I don't know how I would have completed my thesis without being able to do online research.

4 I wouldn't say I enjoy it as such; I see it as more of a necessity.

32 Training Exercise 3g

Do you like to plan your free time?

Do you prefer to travel alone or with friends?

Has the internet helped you with your work or study?

Do you enjoy learning English?

33 Exam practice Exercise 2

First, we'd like to know something about you. Where do you live?

Are you working or studying at the moment?

Tell me something about your home town that's different from other places you've been.

How interested are you in international news?

Thank you.

34 Exam practice Exercise 3

Interlocutor: First, we'd like to know something about you. Where do you live?

Mihai: I live just outside Bucharest, in a quiet neighbourhood.

Interlocutor: And you, Andreea?

Andreea: I'm in Băneasa, not too far from the airport and near a beautiful park.

Interlocutor: Are you working or studying at the moment?

Andreea: I'm working full time right now in marketing and I'm also doing a few online courses on the side.

Interlocutor: And you, Mihai?

Mihai: I'm between jobs at the moment, so I'm focusing on upgrading my skills, attending a few tech meetups and doing a bit of networking.

Interlocutor: Tell me something about your home town that's different from other places you've been.

Mihai: My home town's in the countryside in Romania, and what really stands out is how connected people are – you always run into someone you know. There's a real sense of community and tradition that you just don't find everywhere.

Interlocutor: Andreea, how interested are you in international news?

Andreea: To be honest, not very. Local news, yes. International, not so much. I'll check the headlines now and then, but I don't follow it closely – it just feels a bit overwhelming sometimes.

Interlocutor: Thank you.

SPEAKING PART 2

35 Training Exercise 1b

Candidates often ask me how to do well in the collaborative task in Part 2 of the Speaking exam. That's the part where you're given a task involving pictures and have to work towards a decision through negotiation.

So, what does that actually mean? Well, the main aim is to reach some kind of decision using pictures. The examiner will clearly explain what you're being asked to do, so it's really important to listen when they're giving their instructions. You also have the topic of the task on the sheet with the pictures on it, so keep your eye on that to keep you focused.

Make sure you're actually making comparisons between the pictures and appraising them in relation to the task. It's not enough to talk about them separately. You need to weigh up their advantages or disadvantages, and use that to guide your decision.

You do need to give your own ideas and opinions, backing these up with reasons and evidence, but to do well, both of you should take part in building the conversation, listening to each other, responding thoughtfully, and exploring and expanding different possibilities. This is the part of the exam where you really have an opportunity to demonstrate your skills in Interactive Communication.

You might agree, disagree, suggest alternatives or try to bring your partner round to your point of view. The idea is to work towards a shared outcome, not just say your piece and move on.

To show you're listening and that you've understood your partner, you might restate or summarise what they say. This can help you to consolidate and move your conversation towards a conclusion, especially as you get closer to making a final choice.

One last thing. If you do run out of time before you have made a final decision, don't worry. You won't be penalised for that. How well you manage the conversation, involve your partner and negotiate towards a decision all contribute to your score, even if you don't actually make that decision in the time you have.

36 Training Exercise 2b

- 1 Compared to the other images, this is far more evocative.
- 2 What sets this apart is its depiction of student life.
- 3 While A and E clearly show negative aspects, I think we should be focusing on a more positive view.
- 4 This is nowhere near as relatable as picture C.
- 5 What makes the last one stand out is its feeling of friendship and support.

37 Training Exercise 3b

- 1 One possibility worth considering is the photo showing the two women.
- 2 It might be a good idea to consider each one in turn.
- 3 Perhaps we should give some serious thought to picture A.
- 4 We could explore the option of including an image that shows only the positive side.
- 5 What if we chose this one?

38 Exam practice Exercise 1

Now, in this part of the test, you're going to do something together. Here are some pictures of people in different situations.

First, I'd like you to look at pictures A and C, and talk together about what you think might have happened before each photograph was taken.

You have about a minute for this, so don't worry if I interrupt you.

[1 minute pause]

Thank you. Now look at all the pictures.

I'd like you to imagine that a magazine is planning an article on the benefits and challenges of helping others. These are some of the photographs they are considering using to accompany the article.

Talk together about the benefits and challenges of helping others as shown by these photographs. Then choose which photograph should be used to accompany the article.

You have about three minutes to talk about this.

[3 minute pause]

Thank you.

39 Exam practice Exercise 2

Interlocutor: Now, in this part of the test, you're going to do something together. Here are some pictures of people in different situations.

First, I'd like you to look at pictures B and D, and talk together about what you think might have happened before each photograph was taken.

You have about a minute for this, so don't worry if I interrupt you.

Andreea: OK, so I think what's happened here is that the dad was trying to get on with the dinner preparation and he'd put his kid with a toy or book to keep him busy. The kid got distracted and wandered over to his dad, so he decided to put him to work helping to prep dinner.

Mihai: Nice idea! I was wondering if the mum had left him with instructions to make dinner and take care of the little boy, too, so he's just combined the two.

Andreea: Now picture D. This is in a school, but not a class. It looks like a cloakroom. What could have happened here?

Mihai: The teacher is trying to comfort the little girl, maybe. Could it be something that happened on the way to school? Or during break? Maybe she was being bullied, and her teacher has found her crying.

Andreea: Right, yes, looks like she found her looking upset and is trying to find out what's wrong. So it could be that some of her friends were being mean to her, or maybe something happened at home. Poor thing!

Interlocutor: Thank you. Now look at all the pictures.

I'd like you to imagine that a magazine is planning an article on the benefits and challenges of helping others. These are some of the pictures they are considering using to accompany the article.

Talk together about the benefits and challenges of helping others as shown by these pictures. Then choose which photograph should be used to accompany the article.

You have about three minutes to talk about this.

Mihai: The challenges of helping others. That's interesting, because it's true that it's not always easy to help people, even if they really need it.

Andreea: You're right. Look at this first picture, for instance. It looks like there's some physio or rehab going on, and that's difficult. Maybe he's a stroke survivor and he's learning to walk again. That could be really frustrating and something he might take out on his physiotherapist.

Mihai: Yes, so if this scenario is included in an article, then this would be a good picture to go with it – the benefits are he gets to walk again; the challenge is it might not be easy for the helper or the person being helped. I'm not sure it communicates a lot of feeling, though – you know, they both look quite neutral.

Andreea: OK, let's look at B. We already talked about what this shows, and I guess it portrays that allowing children to help can help them to grow. Somehow it requires some patience of the person who is being helped ... that can be a challenge, because maybe the dad here can do it perfectly well by himself

Mihai: I think I get what you mean ... so patience is a key thing here, both for the helper and the person being helped?

Andreea: Yes, I think that comes across pretty well. Now C, on the other hand, I don't see any challenges here – in terms of helping at least. The injured guy needs help, his friend – or maybe it's the coach? – is helping him ... that's it. What challenges are there?

Mihai: Not sure ... The benefits are in terms of the practicality and his physical health, and perhaps he feels safe – I mean the guy who's hurt himself. They look like they trust each other, so it could be saying that if you help others and allow others to help you, then it can deepen a friendship.

Andreea: OK, yes, or even form new relationships, because it could be that they're not actually friends, they just play football together – or basketball, I don't know – but this event, and giving and accepting help, is going to lead to a new friendship.

Mihai: Yes ... actually, it's interesting the more you think about this image. There's actually a vulnerability about it. Maybe the guy who was hurt will actually feel annoyed later because he felt helpless and had to depend on someone else.

Andreea: Wow, I see. There is a lot more to this one, isn't there? That's a good contender for the magazine, then. Let's move on, and I want to skip to E, actually. There's a lot going on here. Grandma is helping the kids with their homework, the parents are working in the kitchen. There's a lot about mutuality – she helps the kids and the parents at the same time, the kids feel supported, the parents are able to earn money to help the kids, Grandma feels useful ...

Mihai: Yes, I like this one, too. It shows a lot of benefits. And I think that challenges are hinted at, too, because the parents are a bit squashed in the kitchen, so they've had to adapt a bit to allow their kids to be helped.

Interlocutor: Thank you.

SPEAKING PART 3

40 Training Exercise 1b

Hmm ... OK, um ... I think ... yes, maybe too much self-control *can* be a disadvantage sometimes. Um ... like, for example ... if someone is always trying to be in control, they might find it hard to, you know, relax or enjoy the moment.

So ... like with creativity, for instance. If you're always trying to follow the rules or stay in control, then it might be hard to be creative, because sometimes creativity needs ... um ... a bit of freedom and maybe even some risk. Uh ... yeah, and if you're afraid to make mistakes, it can stop you from coming up with new ideas.

Also, in relationships ... I guess if you're too focused on controlling your emotions, or always thinking before you speak, maybe you come across as cold or, um, distant. And ... people might think you're not being real with them.

And spontaneity ... yeah, I think that's another area where too much control can, like, limit you. Sometimes the best experiences in life come from just ... doing something without planning it. But if you always want to stay in control, you might miss out on fun things or new opportunities.

So yeah, self-control is important, of course, but ... if it goes too far, it can stop you from enjoying life. I think, um ... it's all about balance, really. Being responsible but also letting yourself ... live a little.

41 Training Exercises 2a and 2b

That's a tough call, to be honest, since both freedom and safety have their benefits when it comes to kids online. On the one hand, it's totally understandable that parents want to protect their children from harmful content or even other people on the internet – that's a real concern. That said, too much control can easily backfire. Teenagers especially might feel like they're not trusted, and that can push them to hide what they're doing even more.

While it's true that some monitoring is necessary – especially for younger kids – we shouldn't ignore the importance of teaching digital responsibility. It's not just about blocking websites or setting time limits, it's also about having open conversations and helping children understand the risks themselves.

Even though parental controls seem like a practical solution, it's also worth considering how important it is to build trust. If kids know they can talk to their parents about things they see online without being punished, they're more likely to be honest and thoughtful about their own behaviour.

There's a trade-off between keeping children safe and allowing them to develop independence online. In my view, the best approach is a balanced one: give them some freedom, but stay involved and keep communication open. Admittedly, there's no perfect formula – it really depends on the child and their maturity – but I think empowering kids to make good choices is more effective in the long run than trying to control everything.

42 Training Exercise 2d

- 1 How much control should technology companies have over what content appears on social-media platforms?
- 2 Should schools have the authority to discipline students for the way they behave both inside and outside school?
- 3 To what extent should governments be allowed to limit personal freedom in the name of national security?
- 4 Is it ever justifiable for employers to monitor employees' activity in the workplace?
- 5 Do powerful individuals, such as celebrities or influencers, have a responsibility to manage their public image for the sake of their audience?

43 Training Exercise 3a

So, I've taken the C2 Proficiency exam, and I did a preparation course, too, and I definitely have some tips about how to deal with questions that you might not be expecting.

You know, you can get questions on any topic, and in the heat of the moment, you might be caught off guard with a question you haven't thought about before, or you might not hear properly, or you just might be freaking out about doing an exam! Well, don't panic! My teacher taught me some really useful ways to deal with this, and they really helped me in the exam.

I think one important thing is to find out the kinds of topics that they can ask about – I think the Speaking test videos are really good for this because you can see real candidates like you doing the exams, and you see there's quite a range of questions and topics. So, you should be prepared for the fact that it's not just personal questions about you and your life – that's just in Part 1.

Another thing is, if you're not sure if you heard the question correctly or if you understood it, ask for clarification. I used to think you would be penalised for this, but my teacher said no, it's fine, and it's better than not saying anything or getting confused. So, say what you think the question was or ask them to repeat it.

Another good thing I learned from my teacher was you can use these kinds of fixed phrases to buy a little time. Things like 'Hmm, I haven't considered that before' or 'That's a really good question'. If you just memorise a couple of these, you can say them while you're thinking about how you're going to answer the question. Then there's no awkward silence!

And you can think aloud, too. That's good. Again, my teacher told us a couple of phrases to remember, like 'I guess it depends on how you look at it'. Then, hopefully by the time you've said that, you have an idea about what you're going to say in response to the actual question!

And just remember, the examiner isn't trying to trip you up; they're just reading the questions from their card. So, take your time, try out these ways to cope and ... good luck!

44 Training Exercise 3c

- 1 Do periods of transition in life contribute more to personal growth than stability?
- 2 Can change ever be fully controlled, or is it inherently unpredictable in nature and outcome?
- 3 Is emotional resilience more likely to develop through abrupt or gradual change?
- 4 Should life changes always be marked or acknowledged in some way, or can they be meaningful even without recognition?
- 5 How does the fear of the unknown influence the way individuals approach or avoid change in their lives?

45 Exam practice Exercise 3

Interlocutor: Now, in this part of the test, you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So, Andreea, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like. All right? Here is your card.

Please let Mihai see your card. Remember, Andreea, you have about two minutes to talk before we join in.

Andreea: Well, I'd say urban planning has a pretty significant impact on wellbeing, though it can be quite a complex relationship. On the one hand, the inclusion of green space in cities – like parks, community gardens and even tree-lined streets – can really enhance people's mental health. It gives residents a place to decompress, exercise or just feel connected to something beyond the concrete.

That said, it's not just about nature. Transport networks play a massive role, too. If public transport is reliable, safe and affordable, it reduces stress, saves time and even encourages more social and economic engagement. But if it's poorly managed, it can seriously affect quality of life – commutes become exhausting, and access to essential services gets limited.

Public buildings are another key factor. There's an argument that well-designed libraries, community centres and even post offices can foster a sense of belonging and shared identity. They're often overlooked, but they're the physical spaces where people come together, and that can be incredibly grounding.

Some people might take an opposing view and argue that wellbeing is more influenced by personal circumstances than urban layout. And while that's partially true, I think the environment people live in can either support or hinder their ability to thrive. So, overall, I'd say urban planning plays a major role in shaping individual and collective wellbeing.

Interlocutor: Thank you. Mihai, in what ways might the presence or absence of silence and quiet zones in cities affect mental health?

Mihai: Hmm, that's not something I've considered before ... I would say that having quiet spaces in a city makes a huge difference. When you're surrounded by noise all the time, it's hard to switch off ... it really messes with your head. Places like quiet parks or calm corners give you a chance to breathe and reset. That said, some people don't mind the noise, but I'd say most of us need a bit of peace now and then to stay sane.

Interlocutor: Andreea, what do you think?

Andreea: Yeah, I totally agree with that. I think we don't even realise how much noise affects us until we actually find somewhere quiet. It's like your brain finally gets a break. So yes, quiet zones should definitely be a part of urban planning, in my view.

Interlocutor: Now Mihai, it's your turn to be given a question. Here is your card. Please let Andreea see your card. Remember, Mihai, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

Mihai: I think providing a comfortable environment for work is definitely important, but the idea of what that looks like is changing. For office workers, it can mean ergonomic chairs, natural light or even just a quiet space to focus. But for remote workers, it's a bit more complicated – it's not always the employer's responsibility to make sure someone's home setup is ideal, but they should at least offer support – whether that's equipment or a budget to improve home offices. It matters because you spend so long at your desk in most jobs these days, so it's definitely a question of physical health. Neck pain, back pain, eye strain – these are all realities for office workers.

Working from home might boost comfort, but some people actually feel more productive in a well-designed office. Others thrive in remote settings because they can tailor everything to their needs – where you put your desk, your light, is it near a window ... It really depends on the person, but either way, comfort clearly affects productivity.

Ultimately, I think both employers and employees share responsibility. Employers should create environments that support focus and wellbeing, but employees also have to take some initiative. It's not just about fancy furniture; it's about creating a space that works for the people using it.

Interlocutor: Thank you. Andreea, in what ways might the design of a workspace influence creativity and innovation?

Andreea: I think the design of a workspace can have a huge impact on creativity. If you're stuck in a dull, windowless room with harsh lighting, it's pretty hard to feel inspired. Even small things like natural light, open layouts or having spaces to move around can spark new ideas. There's something about feeling relaxed and not boxed in that helps people think more freely.

Interlocutor: Mihai, what do you think?

Mihai: I mean ... I agree to some extent. No one is going to come up with the best ideas in the kind of tiny, cramped space that Andreea described. But too much open space – and I'm thinking about shared office space here – can be distracting. There are more things to look at; there's also the noise level. So, it's about finding a balance – enough space for comfort, but not so much that it makes it difficult to focus.

Interlocutor: Thank you. Now to finish the test, we're going to talk about physical space and wellbeing in general. How much should governments consider the wellbeing of their citizens when making new policies?

Andreea: When it comes to making new policies, I honestly believe governments need to prioritise the wellbeing of their citizens – especially in terms of the physical spaces people live and work in. If people aren't doing well mentally or physically, everything else kind of falls apart.

Mihai: Yeah, I get that, and wellbeing is definitely important, but governments also have to juggle other priorities like the economy or national security. Sometimes policies need to be tough, even if they don't immediately benefit everyone's wellbeing.

Andreea: That's fair, there's definitely a balance between short-term pressures and long-term wellbeing. Still, I think policymakers should think carefully about how physical environments affect stress, focus and overall health. It's not just about output – it's about creating spaces where people can actually thrive. Like making sure there's enough green space or even regulating working conditions in offices.

Mihai: Right. And take job-sharing policies or flexible workspaces – on paper, they sound great for wellbeing, but in reality, a lot of people don't have access to them. That's where governments could step in – maybe by offering support or incentives so those ideas actually become viable for more people.

Andreea: Exactly. Wellbeing shouldn't be an afterthought. Whether it's access to quiet public areas, better housing design or mental-health support, those things should be built into how we shape cities and work environments.

Interlocutor: Decluttering is an act of self-care and promotes wellbeing. How far do you agree with this statement?

Mihai: Sorry, did you say 'decluttering'?

Interlocutor: Yes.

Mihai: I'd say there's definitely some truth in that. Decluttering can feel really therapeutic ... like, just the act of sorting through stuff and letting go of things you don't need can give you a bit of mental clarity. It's a way of taking control, and that can be a form of self-care for sure.

Andreea: Yeah, I feel the same. I always think more clearly when my space is clean. Even just tidying my desk makes me feel like I've got my life together a bit more. I think physical mess can really mess with your head, even if you don't realise it.

Mihai: That said, I don't think it works for everyone. Some people function perfectly well in a more chaotic space, and it's not automatically stressful for them. So maybe it's more about what works for your personality than a universal rule.

Andreea: True, but I do think most people benefit from at least some level of decluttering. It doesn't have to be extreme – just clearing out a space that feels calming.

Interlocutor: Thank you. That is the end of the test.

LISTENING PART 1

46 Extract 1

Interviewer: You're an advocate of using native Australian ingredients in your dishes, aren't you, Sasha? Why is that exactly?

Woman: We're inundated with international dishes in our urban restaurants nowadays, meaning people know nothing about the ingredients on their own doorstep or how they can be used. When I cook with something like finger lime, wattleseed or sea parsley, I'm honouring centuries of indigenous knowledge and culinary tradition. I'd dearly love for other chefs in the city to engage and experiment more with native ingredients so people can see and taste what they're missing.

Interviewer: And what advantages do you think native ingredients have over non-native ingredients?

Woman: Well, there's still a perception in some circles that 'foreign' means better, but I think that mindset is starting to shift. I believe that native ingredients bring an authenticity that simply can't be replicated with imported variations. These ingredients have evolved to thrive in local conditions, and their resilience adds something rich and distinctive to my recipes, with a real depth of character. And don't forget that if chefs used these ingredients, local ecosystems could be made more sustainable, and small-scale producers might see real improvements to their livelihoods.

Extract 2

Man: So, I have to tell you about the journey to my friends' wedding last weekend.

Woman: Really? What happened?

Man: Well, it was somewhere near my childhood home, but I hadn't bothered to double-check where exactly – I just presumed I'd recognise it when I got there. I hit the inevitable commuter traffic getting out of the city, but all in all, I made it down in good time. Of course, it's all changed beyond recognition now, so I got horribly lost and ended up driving round in circles – I had to ask someone for directions. I finally found it and charged into the venue, hurriedly sitting down at the back, feeling relieved that I'd made it by the skin of my teeth.

As I looked around the room, I was alarmed to see I didn't recognise anybody – not least the bride or groom! Dashing out to reception, a staff member immediately noticed my panicky expression, scuttled over and whispered: 'There are two wedding venues in the village.' So off I hurtled to the other one and again slid into a chair just before the ceremony started. I have to say that the irony of being the last to arrive in a place so close to where I used to live was not lost on me, and I had to suppress a chuckle or two.

Extract 3

Woman: It's that time of the year again: the summer exhibition of regional up-and-coming artists at the Kenwood Gallery. Each morning, I'll be joined by critics to hear their ideas, and today Alexander Stern is here. What are your first impressions of this year's collection?

Man: I have to say that, despite my initial reservations about some of the artists invited this year, I think the organisers have outdone themselves. They made some unorthodox decisions, really challenging conventions. Several of the younger artists punch above their weight, with pieces that show a real maturity and depth of thought. They were more than a match for more established artists, in my humble opinion, even though whoever did the curating couldn't have been sure others would agree.

Young artists often come under fire for their immature treatment of clichéd themes – their youth means they're written off by critics who think they've got nothing to say. This year, Eliza Cartwright and Francesca Jones caught my eye in particular because their explorations of climate change are relevant to all of us, not just Generation Z. We should remind ourselves that creating meaningful sculptures and artwork on this topic is no mean feat.

LISTENING PART 2



Good morning, everyone. I'm here to talk to you about what it's like working for a rural development agency as a field officer, in case this is a career that you might be interested in.

The role combines elements of being a farm inspector, but it also involves providing farmers with guidance and support to ensure they fulfil the requirements of current legislation. A lot of this has changed in farming in recent years, and we're here to make sure farmers stay up to date with and on top of the increased administrative load, rather than getting bogged down in technical details, so that they can focus on agricultural practices, which is what they're truly interested in.

Being able to help farmers navigate their way through all the complicated forms and systems is great. Every farm is unique, and schemes and grants exist for a huge range of farmers' needs, which is good, but they're all governed by highly specific regulations, and so field officers need to be able to advise farmers on what they're eligible for and how to complete the necessary forms. It's therefore worth bearing in mind that if you're not that detail-focused, this might not be the job for you.

However, if you like helping people achieve their goals, then you might be interested, as that's one of our main objectives. So, to get any grants, equipment and other things which they are due in order to grow their businesses, farmers rely on our insights. And knowing so much about so many topics like farming calendars, crops, soils, land management, pesticides, fertilizers and so on is one of the things which really makes the job for me.

When it comes to farm visits, field officers have quite a lot of preparation time before we arrive. Each farm has its own idiosyncrasies and demands, so it's vital that we arrive fully prepared so that farmers have confidence in our advice. We also put together a reference pack which contains detailed information for the farmer, and this means we have to refresh our knowledge of everything that's relevant to this particular farm beforehand.

Field officers will often collaborate with the same farmers over many years, so we need to have excellent communication skills. I've done some training in demonstrating leadership as well, because I want farmers to have faith in my advice, so I need to make sure my decision-making is solid and I'm doing everything by the book.

One area where this comes up is when we're faced with a question that comes out of the blue, something we weren't expecting. Often this is as a result of anxiety on the part of the farmer, especially if there have been changes in their area of farming and we need to give clear answers to avoid any confusion.

This happened to me on a recent farm visit where the farmer was changing over to organic farming for some of her crops. She'd got herself really worked up about the rules for fertilizers. She started asking me all sorts of things about the chemical composition of organic soil treatments, and I didn't have the faintest idea. But I immediately arranged another visit with her to go through the best options and set her mind at ease.

Anyway, as I'm sure you can imagine, this job is not just about improving our understanding of agricultural methods. Whilst we spend a fair amount of time out and about on farm visits – we're certainly not stuck in an office building all day long – there is obviously some desk work ... but we can do this from home. When the farm visits have been concluded, everything has to be documented and uploaded to the system.

We always want to make sure everything we write is an accurate reflection of the farm's current situation, but there's a lot of time pressure because the reports have to be submitted on certain dates. But it's a great feeling when I press the 'submit' button, knowing I've given good guidance and that the farm is in the best possible state it can be right now and with a solid plan for improvement in place.

LISTENING PART 3



Paul: Welcome to *The Thinking Person's Podcast*. I'm your host, cognitive psychologist Paul Franklin. Today, I'm here with Professor Caroline Jenkins, a social psychologist specialising in crowd psychology. Caroline, welcome.

Caroline: Thanks for inviting me, Paul.

Paul: So ... crowd behaviour. Why do you find it so fascinating?

Caroline: Well, it's a rather interesting subject to study because the influence of crowds is often subconscious, which is precisely what makes it so powerful – it operates under the radar. This has shaped human behaviour up to the present day, and is an integral part of our social fabric and moral framework, without our explicit awareness.

You see, people like to assume they are individuals who are in control of their behaviours, but that couldn't be further from the truth. A lot of research shows that from the restaurants we choose to how fast we drive, we're strongly influenced by what others do, which is a two-sided coin – great when those group decisions are reliable, but misleading when they aren't.

Paul: And the driving factors behind all of this are conformity and informational influence, aren't they?

Caroline: Absolutely.

Paul: So conformity we all know as simply fitting in, but tell us more about informational influence.

Caroline: Well, that happens when we assume that others know better than we do ... so, if they're doing it, there must be a reason.

Paul: I actually found a really interesting case in point about a sign in a national park called the Petrified Forest. The administration at the park were worried about people taking wood chips from the area, so they put up a sign saying something like 'Many past visitors have removed the wood chips from the park, changing the state of the petrified forest.' Because of this sign, there was a four-fold increase in wood chips taken, because the sign sent a message that everyone was doing it ... so many people thought they might as well join in, or they'd miss out! Can you believe that?!

Caroline: It would have been a thousand times better to just have a sign saying 'Don't take wood chips'. As I think they found out later, I mean, that's kind of a relatively trivial example, but following the crowd can lead to serious negative consequences, like financial bubbles or mass panics.

Paul: Well, let's dive into that a bit more ... we looked at fitting in and informational influence, but there's more going on than that, I take it?

Caroline: One hundred per cent! It's also a kind of evolutionary survival mechanism that's rooted deep within us. If your tribe is running in one direction, you're going to follow because there's generally a reason for doing that. Nowadays, we just stock up on rice or rush to buy whatever's trending, but it's the very same reaction ... and it's the one reaction I think probably can be the most powerful – emotional contagion. Look at sports events ... how likely are people to jump, scream and cry when they're alone in their living room, rather than in a stadium? Usually not half as much. All of the people around you become part of your extended self – you start to trust one another ... feel that they are with you, a part of you.

Paul: Yes, I suppose a sports match might be the perfect example of this – the feeling of being at a match is like no other ... pure exhilaration. Although this emotion we feel can also take a reverse course ... as we know, sometimes that group passion can get out of hand, and that's when we need to keep a lid on it somehow. Although easier said than done, of course.

Caroline: True. It all depends how the crowd feels.

Paul: Yes.

Caroline: But, in fact, in an absence of fear or emotional contagion, crowd behaviour can be quite different, empowering even. You see, when people are alone, they sometimes hesitate to speak out or do anything out of the ordinary, but if you put that individual

in an out-of-the-ordinary situation with others, well, the rules go out the window. Take, for example, getting stuck on a train. What we assume to be a silent commute may well transform into spontaneous conversations and unexpected acts of kindness, breaking down our everyday social inhibitions.

Paul: Well, that doesn't seem too bad ...

LISTENING PART 4



Speaker 1

I never really had stunt performing on my radar when I was younger, simply because it's such an obscure career. I got by as a fitness trainer, but when one of my clients brought up stunt auditions for a TV series nearby, I jumped at it. My lifelong obsession turned out to be perfect preparation – it was as if I'd been training for this job my entire life without realising it. I worked round the clock at the beginning, but unfortunately now the opportunities are more sporadic. It could easily be turned around if there were more incentives to film in my area, then maybe I'd see a little more demand for my talents!

Speaker 2

I've been in the business since 1975, when I was earning just a few pounds for a day's work. My mum was a leading lady, and she'd often take me to work as a teenager – I'd just sit around with the extras – but one day, the director was short of a stunt performer, and I stepped in. That'd never happen these days. For the first 20 years or so, standards were fairly hit-and-miss, but the industry now is a totally different beast. Back then, we had all sorts turning up claiming they could do stunts they clearly couldn't, but since the introduction of the Stunt Performer Register, thankfully everyone knows their stuff.

Speaker 3

People are invariably taken aback when I tell them what I do, but it's a brilliant way to earn a living. There was only one black woman on the British Stunt Register a while back, so I got myself trained, and my plan paid off – when I made it onto the register, the work came flooding in. It's a career that's not for the faint-hearted, though ... and I've seen the toughest people carry physical injuries and emotional scars from certain stunts. Support systems are now in place, and people are more open about these things, but there's still a macho air to it occasionally, and ... well ... there's probably still a bit to do to change that.

Speaker 4

Stunt performing will take you all over the world if you're good enough, and nowadays we're not that invisible element to a film set we once were. In fact, a major box-office star requests me for every one of his films – and obviously I'm chuffed about that. I might not rake in as much money as he does, but I'm more than comfortable. My whole life changed when there was filming in my town. They'd closed a road for a stunt, and while I was waiting to pass, I got chatting to an extra. It was that conversation that spurred me to consider stunt performing, and that extra, well ... now we're friends!

Speaker 5

You wouldn't know to look at me, but I've got the kind of build that makes me ideal as a stunt double, and it's been my main gig for years. Big fight scenes have always been predominantly male scenes, but that's started to shift, which is great news for people who don't fit that action-hero mould. I got into it around nine years ago ... I was training at a gym where stunt performers used to work out, and they'd always be regaling each other with their latest exploits on set ... It all sounded so glamorous. Of course, the reality's not quite as shiny, but when I'm hurling myself off a building, I genuinely don't think there's a more exciting job!

SPEAKING PART 1



Interlocutor: First, we'd like to know something about you. Where do you live, Andreas?

Andreas: I live in Voula on the coast, about 40 minutes' drive from central Athens.

Interlocutor: And you, Katerina?

Katerina: I'm staying in Athens at the moment, with a relative in Koukaki.

Interlocutor: Are you working or studying at the moment?

Katerina: I'm an undergraduate student. I'm actually doing a teaching degree, and my specialty is English, so I'm planning to be an English teacher one day.

Interlocutor: And you, Andreas?

Andreas: I'm in my second year of a Bachelor of Engineering degree, so yeah, just studying right now too, no time for work!

Interlocutor: What would be your perfect place to live?

Andreas: I'm a city type, so ideally a penthouse right in the city centre. I'd have a rooftop terrace with a lot of plants and a sunset view – perfect for hanging out with friends!

Interlocutor: Katerina, how easy is it for you to travel to your place of work or study?

Katerina: Right now, super easy. Because I'm in town, I can take the metro. It takes about half an hour door to door, so it's really convenient.

Interlocutor: Andreas, in what situations do you feel most confident using English?

Andreas: I'm very comfortable speaking with friends, people at university ... Probably in most situations, to be honest. I enjoy writing in English, too, I'm quite confident writing emails or papers in English.

Interlocutor: Thank you.

SPEAKING PART 2



Interlocutor: Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

First, I'd like you to look at pictures A and D and talk together about what the people might be thinking.

You have about a minute for this, so don't worry if I interrupt you.

Katerina: OK, so shall we start with A?

Andreas: Mm-hm.

Katerina: So, they're organising a donation box, but the mum looks like she's caught her son, or who I assume is her son, doing something ... So he's thinking, 'Oops, I'm busted!'

Andreas: Yes, I was wondering that. She's laughing, so she doesn't seem to be really angry. I think she's thinking something like, 'OK, he's done it again.'

Katerina: Maybe he took some things out of the box? Or put something in that shouldn't be there?

Andreas: Could be! How about D?

Katerina: He's thinking, 'Why did I start this? I have no idea what I'm doing!'

Andreas: I don't know ... he looks to me as if he does know what he's doing. I think he's watching a tutorial, trying to follow instructions, focusing on what to do next.

Interlocutor: Thank you. Now look at all the pictures. I'd like you to imagine that a TV documentary is being created on ways to support sustainable fashion. Here are some pictures showing aspects of sustainable fashion that are being considered for the documentary. Talk together about the benefits and challenges of the ways people can support sustainable fashion as shown by the photos.

Then think of one more way to support sustainable fashion that could be included in the documentary.

You have about three minutes to talk about this.

Andreas: All right. Starting off with this image where people are donating clothes. The benefits here are clear to me. You help others who can't afford clothes, there's no waste, plus you can control your wardrobe size.

Katerina: What you say is true, but looking at this in a different light, you could say that knowing you can always donate might encourage people to keep ... just keep buying more and more and then passing it on. In that way, it doesn't reduce buying. So that's a challenge. Also, isn't it true that some charity shops have way too many clothes?

Andreas: Yes, perhaps you're right about that. The next one. Mending clothes. A lot of the stuff you buy these days can be pretty cheap, so mending it can extend its lifespan. And that's a benefit.

Katerina: For sure. And it can be satisfying, too, if you can fix something you like instead of throwing it away or replacing it.

Andreas: Yes, but you do need the skills to do that, which is something I think young people might lack – me, for instance!

Katerina: Right! OK, moving on to the next one. I guess this is focusing on the benefits of buying organic ... could that be something to do with avoiding harmful practices in the actual production of clothes?

Andreas: Yes, I think so ... The shirts are made of cotton, the cotton's grown organically, so not using any harmful chemicals, like pesticides, therefore it's more sustainable? To the world?

Katerina: Yes. Sustainable fashion isn't just about reducing waste, is it?

Andreas: That's right. We also need to think of an additional way to support sustainable fashion, as I remember. What do you think? Is there anything missing?

Katerina: For me, the idea of upcycling clothes is also a part of sustainability. You know – if you can restyle them when they go out of fashion, there's no need to buy the latest designs.

Andreas: True. There are tons of upcycling videos on social media.

Interlocutor: Thank you.

SPEAKING PART 3



Interlocutor: Now in this part of the test, you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So, Katerina, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like. All right? Here is your card.

Please let Andreas see your card. Remember, Katerina, you have about two minutes to talk before we join in.

Katerina: I'd say anonymity on social platforms definitely influences how people express who they are, though the extent really depends on the individual and the platform itself. On the one hand, it offers a kind of freedom that's hard to replicate in real life – you're not being judged by people who know you, so you might feel more liberated to explore different aspects of your personality or even experiment with entirely new ones. That can be quite empowering, especially for people who feel restricted by social norms or cultural expectations in their offline lives.

But at the same time, there's this weird paradox going on. Anonymity allows people to be more real and open, but it can also make you feel disconnected from who you really are. When no one knows you and you don't have to answer to anyone, it's easy to just put on a show, a version of yourself that's more about impressing or hiding than being genuine. So, in a way, it ends up being more about creating a persona than actually showing who you really are. And then there's the darker side, too – some people use anonymity to say stuff they'd never dare say face to face. That can reveal hidden sides of a person, sure, but it also opens the door to toxic or harmful behaviour.

So, I would say that anonymity makes social media this playground for trying out identities, but whether it helps people get closer to their true selves or just makes things more confusing ... I'm not sure. It depends on how self-aware they are and what they want from it.

Interlocutor: Thank you. Andreas, should social-media platforms require identity authentication?

Andreas: Yes, I really think they should. There's far too much trolling these days, and I think if you had to upload your ID in order to register with a platform, it would deter some of that.

Interlocutor: Katerina, what do you think?

Katerina: I agree, but I think the problem is that there is always a way round these things. People would be using fake IDs, and that doesn't solve the problem at all.

Andreas: Yes, you're right about the fake IDs.

Interlocutor: Now Andreas, it's your turn to be given a question. Here is your card. Please let Katerina see your card. Remember, Andreas, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

Andreas: Growing up using social media definitely shapes a young person's identity quite a bit, but it's not a simple cause-and-effect thing. One huge factor is comparison – seeing other people's reels all the time can seriously mess with how you see yourself. You start measuring your worth by likes, followers or how 'cool' others seem, which can be super stressful and sometimes pretty damaging.

Then there's the whole idea of having an online presence, right? For a lot of young people, their digital self is almost as important as their real-life self. They're constantly curating how they want to be seen, which can push them to develop certain traits or interests just because that's what gets attention or fits with a particular group. It's like their identity becomes this mix of who they really are and who they want others to think they are.

But on the flip side, social media can also be a space for exploration – teenagers get to try out different sides of themselves, connect with others who share their interests, and find communities they might never meet offline. So, it can be pretty empowering if used in the right way.

Interlocutor: Thank you. Katerina, should there be a minimum age limit to be able to use social media?

Katerina: Hmm ... 15. I feel really strongly about this. I think social media is wrecking young people's lives and that children definitely shouldn't be allowed on it. Kids, and especially girls, feel they have to portray a certain version of themselves just to fit in, and it leads to a lot of bullying and unhappiness.

Interlocutor: Andreas, what do you think?

Andreas: Yes, I agree with Katerina in terms of the impact on children, but I think 17 is more realistic, and by that age, teenagers have developed some coping strategies. But it's really hard to enforce an age limit.

Interlocutor: Thank you. Now to finish the test, we're going to talk about social media and identity in general. To what extent is the idea of an 'authentic' self becoming harder to define in the age of social media?

Katerina: To be honest, more and more I feel like we can't believe what we see on social media. The way a lot of people portray their lives, it's not authentic at all. If you believed that, you would start to get an inferiority complex, because it seems like everyone is living their best life. So, I think people hide their authentic selves and just show the way they would like to be seen by the world.

Andreas: I think that's true, but don't you think people have always done that? Like, chosen to present themselves in a certain way, hide their flaws, make out their lives are better than they are? Social media just makes it easier, and we get to see more people who we'd never meet in real life.

Katerina: Yes, OK, so do you think that people never show their authentic selves, whether online or in real life? Everything we see is just a show?

Andreas: Well, I think that depends on how comfortable people are with their sense of self. If they are happy in their own skin – and I'm not just talking about beauty, but their life, the way they live, their ideas, opinions, politics – then they're more likely to be authentic.

Interlocutor: How does language use on social media contribute to shaping one's identity?

Katerina: This is interesting because immediately I'm thinking of Greek. Like we have a way to type Greek that uses, you know, English letters, but it's still Greek. And that I believe is part of someone's identity. If they choose to use that style of Greek, it says something about them.

Andreas: Yes, it excludes some older people because they're not so used to that ... well, I mean much older people. But I think even the language you choose for your posts impacts on people's identity online. There are people who only post in English, but their first language is Greek, because they want to reach a wider audience. They don't want to be seen as limited; they want to come across as having more of a global identity.

Katerina: Yes, and then you have people who only post in 'Greek Greek', using Greek letters, and that is saying something about their identity, too – like 'I'm proud, I'm proud of my language, I don't want to change it, I'm only posting this to Greek speakers', and it comes across as very secure, very firm in their beliefs.

Andreas: Yes, but it can be too much sometimes, it excludes people; and English is the lingua franca on social media ... but like you say, perhaps insisting on using their native language is also expressing their identity; they want to express their true selves and they don't want to be misunderstood by others who don't share their language, background and culture.

Interlocutor: Thank you. That is the end of the test.

Test 4

Audioscript

LISTENING PART 1



Extract 1

Thank you for coming today. I want to talk about something that's urgent and incredibly rewarding – volunteering to clean up our beaches. Last summer, I participated in a coastal clean-up in my local area, which I initially thought would be just picking up litter ... but it turns out people throw away all sorts of stuff.

We collected mountains of tiny bits of plastic and pieces of broken fishing nets, but also bizarre objects, like an old shopping trolley buried in the sand. What struck me most wasn't just the sheer volume of waste, but how the casual observer strolling along the beach just won't spot some of it.

Volunteering, for me, wasn't just about environmental action, it was about community, and I met numerous people from all walks of life – teachers, engineers, retirees – all united by a common goal. There was a deep sense of camaraderie and shared purpose.

We've taken our oceans for granted for far too long, yet they are essential to life on Earth. I firmly believe the time has come for us to give back. If you're considering volunteering, don't hesitate – you don't need special skills, just gloves, enthusiasm and a willingness to get your hands dirty.

Extract 2

Have you ever tried reading someone's favourite novel – and not because you were interested in the story or to generate a discussion on the merits of the book itself? It's a surprisingly revealing exercise, since someone's favourite book is more than just entertainment – it often reflects beliefs, hopes or even unresolved questions the person holds dear. A romantic might cherish a novel full of tragic longing, yet someone more analytical might love a book built on intricate logic or philosophical dilemmas. By immersing yourself in that media, you're stepping into the emotional and intellectual world they inhabit, if only briefly. It's not about agreement or evaluating taste – it's about empathy. You're saying, 'Show me how you see the world,' and what you read can uncover motivations, insecurities or dreams they'd never articulate directly.

All too often, discussions about literature descend into confrontation, each party feeling aggrieved that the qualities they see in the novel are not embraced, but of course, that misses the

point. As far as I can see, those discussions should be positive, since they provide people with opportunities to explore new ideas and understand different viewpoints – after all, it's supposed to be an enjoyable pastime, not a competitive event.

Extract 3

Emily: So, are you still going to that yoga studio in town? I remember you used to love those evening classes – you said the space had a great atmosphere.

Liam: I did love it for a while, especially the energy in the room and the way the teacher guided us through those longer sequences. But over time, I started craving something less performative. Now I mostly practise at home; it's become a more internal, reflective process for me, and I'm keen to discover alternative forms, too – things which didn't come up in my classes.

Emily: I actually find solo practice quite calming, too, but I still go to group sessions because for me, there's something about moving in unison, feeling that shared rhythm, breathing together – it creates this almost meditative connection. I also worry about my form in the different postures, so I'm grateful when I can see the teacher and the others around me – it helps me do it correctly. Left to my own devices, I tend to lose focus or skip the harder bits.

Liam: That's true, but I also think that freedom is part of the practice – learning to focus inward rather than always follow someone else.

LISTENING PART 2



In this talk, we'll be taking an in-depth look at the mysterious worm, the Olgoi-Khorkoi, whose existence has been doubted for many years. But first, let me give you some broader context into what we do and don't know about the creatures around us.

In the world of biology, we have to acknowledge that our understanding of Earth's biodiversity barely scratches the surface of what actually exists. While we have documented many forms of life, some estimate that up to 85% of species are still undocumented ... although these creatures are likely to be so microscopic that they're impossible to view with the human eye, or they are found underwater, where life is relatively unexplored in comparison to what we've discovered on land.

However, the idea that there may be large mysterious creatures out there, undiscovered, has largely been discounted by zoologists. Although some remote areas of the planet, like the Amazon rainforest or Congo basin, have not been fully surveyed, satellite imaging and biodiversity studies, along with the increasing expansion of human presence around the world, make the existence of any such life form increasingly unlikely.

Nonetheless, this doesn't stop the preoccupation some have with trying to find these kinds of creatures, and the Olgoi-Khorkoi is a prime example of this fascination. This worm-like creature is said to inhabit Mongolia's desert. Described as red and measuring up to two metres long, according to claims it can not only spit acid, but also discharge electricity – an assertion that contradicts all known biology, for land creatures at least.

Oral traditions surrounding this creature's existence go back generations, but it wasn't until the 1920s, with explorer and naturalist Roy Chapman Andrews, that the first written reports of this worm came into being. Mongolian officials truly believed in the creature and asked him to find it on one of his expeditions in the Gobi Desert. He never did discover it, but by 1932, he'd gathered many testimonies, always second hand rather than first hand, of the creature's existence. However, his writings introduced the myth to a wider audience, and over the years, the legend of the Olgoi-Khorkoi grew.

Decades later, in the early 1990s, a team led by cryptozoologist Ivan Mackerle tried a variety of different methods to capture the legendary Olgoi-Khorkoi. One approach consisted of deploying vibration devices to identify its whereabouts and controlled explosions to force it into the open, yet this didn't result in any success. However, Mackerle went back twice, not giving up on the creature's possible existence.

Around the same time, a conservation team showed locals a harmless desert snake which, upon sighting, people in the area identified as this mysterious worm. This indicated that the theory of a possible hoax was unlikely, as was pure invention, and made mistaken identity the most probable explanation for the Olgoi-Khorkoi legend.

The scientific community has always overwhelmingly landed on the side of this worm being mythical, and that still stands today. However, despite the lack of any verifiable evidence, the idea that the Olgoi-Khorkoi is real still persists. Die-hard enthusiasts still go to great lengths to try to find the creature, but it is documentary makers looking for a fantastical theme for bored audiences which undoubtedly keeps the myth fuelled.

It seems that, despite any firm evidence, the idea of the creature continues to hold currency as a result of folklore and real sightings of similar creatures. Sometimes these tales might serve as warnings, to stop children going into a certain area, but sometimes their reasons may be murkier. The ultimate cynic may say that they serve as publicity – after all, these creatures (and here I am referring not specifically to the Olgoi-Khorkoi, but also to other mythical creatures such as the Loch Ness Monster or Bigfoot) can attract a significant amount of tourism.

Wherever the idea of these creatures stems from, they continue to fascinate, and the reason for this may lie in psychology rather than science – the idea of a mystery yet to be solved. Perhaps, whether the creature exists or not may matter less to some people than what it represents – and that is what can only be referred to as the magnetism of the unknown. It is a reminder, even perhaps a hope, that we haven't explored every corner of our planet just yet.

LISTENING PART 3



Interviewer: Here on *Interesting Lives*, we talk to people whose jobs are a little bit out of the ordinary, and today we are delving into the world of classical music. With me to talk about their profession are trumpeter Matthew Harris and conductor Erin Wakely. So, tell me, what's it like preparing for an orchestral performance, Matthew?

Matthew: Well, as musicians, we need to put in the hours at home so that we have the pieces learned by heart by the time we have the rehearsals all together, just before the concert. We're expected to be able to play the parts perfectly when we arrive. At this stage, it's not about how the violins or the brass sound individually, these rehearsal days are specifically for ironing out the tricky parts and getting to grips with how the conductor wants the music to feel to the audience. We also need to hear our instruments in the venue, as concert halls all have little idiosyncrasies when it comes to sound quality and acoustics.

Interviewer: I presume preparation is different for a conductor, Erin?

Erin: From a performance perspective, there are obvious parallels, even though I never touch an instrument! Beyond that, though, I'm involved in publicity – maybe an interview on local radio – or admin-related things, often a fund-raising event. They sometimes drag on a bit – it's fairly routine and not exactly demanding work, but it can feel preoccupying when your mind's on the music, especially if you have to give a speech ... but it's of the upmost importance, and as the face of the orchestra, you have to step up whether you feel like it or not.

Interviewer: I understand that there's a fair amount of touring associated with orchestral work, so how does this impact your personal lives?

Erin: Well, I might be gone for a month at a time when we're touring, and these circumstances mean it can be exhausting keeping up with friends and family. You feel out of the loop, as it's hard to catch up on what's been going on, even if we do have the luxury of video calls nowadays. Jetting around the world isn't nearly as glamorous as it sounds, but it's part and parcel of the job if we want to reach global audiences.

Matthew: The travelling is a larger part of what we do than most people realise, but without it, thousands of people would miss out

on musical performances. You get used to the hassle after a while, and all sorts of unforeseen circumstances can happen, but it's important to remain calm and focus on the upcoming performance. Even if you've got jet lag after a long-haul flight or half your luggage has gone missing, the show must go on, as they say, and we always want the audience to come away feeling great.

Interviewer: It sounds like your work doesn't really have the typical structure of more commonplace jobs. How does that affect how you earn a living?

Matthew: For musicians like me, it's a bit different because I have a full-time position with an orchestra. I count myself to be extremely lucky, as these jobs are like gold dust, but plenty of musicians get consistent work like one-to-one classes, although that's not very lucrative. Signing up with companies that do all the legwork for you can result in a decent living, and they find you interesting concerts and other opportunities – a friend of mine is signed up to somewhere which finds short contracts writing tunes for adverts, and she's doing just fine. Some musicians are paid to market any upcoming events, but you really need to be well established and well known to be asked to do that.

Interviewer: So, my final question is: why do you enjoy what you do so much when there is quite a lot of financial insecurity?

Erin: I think that many of us, musicians and conductors alike, see what we do as a calling, so I suspect that we're less concerned with stability and progression at work. It's more that we love perfecting what we do together as a group. Despite the fact that some people have been playing for many years and have perfected their skills as a musician, it's not as though people really rise up the ranks in an orchestra or as a conductor, like is common in other industries. I mean, where are you to go exactly? Maybe to a more prestigious orchestra, but you've got to be among the best for that, and I think most of us just want to perform well in concerts and get paid enough to live.

LISTENING PART 4



Speaker 1

Issues surrounding food waste have completely changed in the past 50 years. It seemed that in the past, everyone had the ability to use their common sense, but now we're all spoon fed, so to speak, at the most basic level, with dates on everything in food stores, telling us when to get rid of things. This systemic nannying needs to change. We've got to nip this reliance in the bud from formative years, as far as I'm concerned. Run workshops in schools about the food we eat and how bacteria develop – hopefully this will cause a shift in mindset for future generations and instil a confidence for people to rely on their own knowledge. This in turn will mean that people will know how to prep and cook food in the correct way and will be mindful of storing produce under optimal conditions.

Speaker 2

You wouldn't know it from the current state of things, but globally we're producing more food than the world's population can eat. Obviously, though, it isn't getting everywhere ... poor distribution and market pricing creates food inequality and waste. If it were up to me, we'd see some action from the top ... Governments and those in charge need to connect the dots, and this involves joining forces to better integrate the systems now present. Yes, it may well be complex, but this doesn't need to be a sea change ... and it would benefit everyone, as well as cut down on the scourge of waste which affects suppliers, retailers and every other consumer.

Speaker 3

Food waste is one of the most pressing issues worldwide, and as such, it's essential that we educate people how to use every single part of an animal or plant, so nothing goes to waste. At the moment, in many societies, people aren't getting the most out of their food and are creating waste. And this is down to how most people buy their produce these days. It's far handier to just go to a one-stop shop where we can buy everything pre-packaged, with everything under one roof. It's understandable, considering the

demands of modern life, but it certainly doesn't help us make the most out of produce and can mean that less 'sellable' products are left to rot.

Speaker 4

People think food waste is all about how the man, or woman, in the street wastes food, but what they're blissfully unaware of is how much is wasted before it even gets to the shelves. Storage issues, deterioration during transport, fluctuating demand ... farmers and manufacturers are really up against it. It's depressing when you think about it all ... I wish it were more normalised to just buy food directly from its source – like farms – rather than at the big stores. Cut out the middleman, so to speak, then perhaps we'd see a change in food waste, and maybe we'd even value our food more, as we'd know more about where it comes from.

Speaker 5

In my country, the shelves are fully stacked, and this is carefully planned ... but instead of trying to visually appeal to customers, they ought to appeal to our sense of ethical behaviour by having fewer of each item and, dare I say it, even running out sometimes. Retailers have got a lot to answer for, as they are not only erratic in what they purchase from suppliers, but they also hoodwink customers into bulk buying with the ridiculous deals they offer, where customers just can't manage to use things up before sell-by dates on labels. Only the super-organised or those with freezer capacity can store items ... for the rest of us, it just leads to waste.

SPEAKING PART 1



Interlocutor: First, we'd like to know something about you. Where do you live, Marta?

Marta: Here in Madrid. I'm living with my parents at the moment, since I'm currently searching for a job.

Interlocutor: And you, Sergio?

Sergio: In a small village about an hour and a half from here. It's where I grew up.

Interlocutor: Are you working or studying at the moment?

Sergio: I'm in my last year of college right now and after that, I'm going to take a foundation course in art, all being well.

Interlocutor: And you, Marta?

Marta: I'm between jobs and spending all my time updating my CV, contacting companies, looking for work. It's challenging, but I have a couple of interviews coming up.

Interlocutor: Sergio, is there a hobby or sport you'd like to try?

Sergio: Mmm, nothing comes to mind right now ... actually, I'm not sure you would class it as a hobby, but my friends are all very into manga, and I keep meaning to read more manga, so I guess you could say that.

Interlocutor: Marta, do you prefer relaxing holidays or more active ones?

Marta: Definitely active! I'm not just a sit-on-the-beach kind of girl – I have to be doing something. I'm a bit obsessed with rollerblading at the moment, and I love to swim in the summer, too, as long as the sea's not too cold.

Interlocutor: Thank you.

SPEAKING PART 2



Interlocutor: Now, in this part of the test, you're going to do something together. Here are some pictures of people in different situations.

First, I'd like you to look at pictures B and G and talk together about what might happen in the next few minutes.

You have about a minute for this, so don't worry if I interrupt you.

Marta: Ha, well, if this was in Madrid, I think the lady would tell him to keep it down! Straight away!

Sergio: Yes, true! He looks so young and innocent, though. Maybe she wouldn't be able to bring herself to be so mean. She looks super annoyed, so maybe she'll just sigh and move seats.

Marta: Now in this other picture, what have we got? A demonstration, and there's someone filming it. Could he be about to post it online?

Sergio: Probably. I wonder if they want him to film it, to get more exposure, or if there's anyone who's afraid of being identified ... they might ask him to stop filming.

Interlocutor: Thank you. Now look at all the pictures.

I'd like you to imagine that a college is planning a debate on the impact of mobile-phone use in society today. Here are some of the issues they are planning to include in the debate.

Talk together about positive and negative impacts of mobile-phone use as shown in these photos. Then choose which photo should be used to advertise the college debate.

Sergio: Right, OK, well, I think we were already talking about positives and negatives regarding the demonstration photo, weren't we?

Marta: Yes – exposure for a cause and the ability to document in the moment, but on the other hand, fear of exposure, being held accountable for your actions. Having phones means anyone can film you anywhere at any time. It's scary, actually.

Sergio: Sure is. I'm not sure this one is a good one to advertise the debate, though. For college students, something like picture A is more relevant. Now, this speaks to me only of the negatives of phones – being online all the time, lack of quality of sleep due to blue light, FOMO ...

Marta: You're right! But I think students are aware of all that. They're not looking for a lecture, right? I'm drawn to E somehow. Isn't this something we're all guilty of doing? Filming at a gig or event. I think this is a good one for students. There are positives and negatives – you can share with people who weren't there, you can show off that you were there, but if you only look through your phone camera, you're not really there, in that moment, not truly experiencing the event.

Sergio: I'm not sure I agree with what you say about not being in the moment. If I'm filming something, sure I'm capturing it for the future, so I can look back and enjoy it again and again, but that means I'm really thinking about what I like about it. I'm very in the moment because I want to remember this moment forever, and my phone helps me to do this.

Marta: I agree this photo is a good one – it's got positives and negatives, and we both see it in different ways!

Sergio: Yes! Let's make sure we've not missed anything by not considering the others, though ...

Interlocutor: Thank you.

SPEAKING PART 3



Interlocutor: Now, in this part of the test, you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So, Sergio, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like. All right? Here is your card.

Please let Marta see your card. Remember, Sergio, you have about two minutes to talk before we join in.

Sergio: Honestly, I think people set personal goals because they want to feel like they're moving forward, not just going through the motions. When it comes to health, motivation usually kicks in when something changes. Maybe someone starts feeling unfit or they just want more energy. And once they start seeing results, that alone can keep them going.

With relationships, it's often about wanting to be a better version of yourself – for your partner, your friends, whoever. Like, if you notice that you get stressed and snap at people, you might set a goal to be more patient or manage your emotions better. It's not just about self-improvement, but also about keeping the people around you happy.

Work's a bit trickier – it could be ambition, wanting a promotion or just needing to feel like your job has purpose. Some people are really driven by achievement, others just don't want to feel stuck. I guess the common thread is that goals give you a sense of control. Without them, it's easy to feel like you're drifting.

At the end of the day, I'd say it's less about the actual goals and more about the feeling of progress and direction they give you.

Interlocutor: Thank you. Marta, should personal achievements be shared with others?

Marta: Yes and no. In academic or personal terms, yes. You should add them to your CV, your professional profile. But too many people these days use social media to broadcast every single thing they do. It kind of dilutes the message. OK, tell your mum, tell your friends, but not the whole world.

Interlocutor: Sergio, what do you think?

Sergio: Like Marta, I think it depends who with. If you keep something to yourself, it might feel a bit sad, like it didn't really happen. But you don't want to come across as boastful – that can really put people off. So, share, but be careful who you share with.

Interlocutor: Now, Marta, it's your turn to be given a question. Here is your card. Please let Sergio see your card. Remember, Marta, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

Marta: Well, being ambitious at work can definitely be a double-edged sword. On the one hand, it can really drive career progression. I mean, if you're constantly pushing yourself, setting high standards and going the extra mile, it's likely you'll be noticed and given more opportunities. Ambition can also really boost innovation – people who are ambitious often look for smarter, more efficient ways to do things, which can benefit the whole team and the company, too.

But then again, there's a risk that too much ambition might come off as competitive or even self-serving, especially in team environments. That could cause problems with work relationships if colleagues feel like someone's trying to outshine them rather than collaborate. I'd say, ideally, ambition should be channelled, not just into personal success, but into helping others grow, too. That way, it strengthens both innovation and relationships, which probably leads to longer-term success anyway.

Interlocutor: Thank you. Sergio, do you think some people are naturally ambitious or can ambition be learned?

Sergio: I think it's innate, but it can be nurtured, too. Even small children can show a kind of ambition, in terms of what they want to be when they grow up. Parents and teachers can also encourage them to be ambitious by validating their ideas. So, I think it starts in childhood and builds from there.

Interlocutor: Marta, what do you think?

Marta: Yes, I think I agree with Sergio. You're born with it, but the environment in which you find yourself has an impact, too. Someone in a dead-end job where the boss couldn't care less might find their ambitions dwindling, but if the manager cares and offers opportunities, I think this can spark ambition.

Interlocutor: Thank you. Now, to finish the test, we're going to talk about ambition and personal goals in general. To what extent does failure play a role in shaping ambition?

Marta: You know, I think failure actually does impact on ambition more than people give it credit for. I mean, it's often the setbacks that really force you to evaluate what you're aiming for and how badly you want it.

Sergio: Yeah, I'd agree. I mean, failure can be brutal in the moment, but it often pushes people to work harder or at least reassess what they really want. It's kind of like a wake-up call, right?

Marta: Exactly. I think when things go wrong, that's when you really figure out how badly you want something. If you fail and just give up, maybe it wasn't that important to you in the first place.

Sergio: Totally. Also, failure gives you perspective. When everything goes smoothly, you don't always grow that much. But if you mess up and still keep going, your ambition kind of sharpens, you know?

Marta: For sure. Plus, people who've failed and bounced back tend to be more grounded. Like I said before, if you want it badly, you'll

keep trying, but you'll have more of an awareness about what to avoid for next time.

Sergio: A hundred per cent. You could say that failure makes your goals more meaningful because you've had to fight for them.

Interlocutor: In what situations could setting goals limit personal growth?

Sergio: You know, sometimes having too rigid goals can actually box you in rather than help you grow. If you're so focused on hitting specific targets, you might ignore unexpected opportunities or different directions that could be more rewarding.

Marta: So true. Like when someone sets a career goal at 18 and then ignores every other thing that crops up later because it doesn't fit the plan.

Sergio: Yes! Tunnel vision. And if you fail to meet that goal, it can feel like your whole identity's at stake, which can really knock your confidence.

Marta: Plus, overly ambitious goals can lead to burnout. You push so hard for that one thing that you forget to learn from the journey or explore other interests.

Interlocutor: Thank you. That is the end of the test.

Test 5

Audioscript

LISTENING PART 1



Extract 1

For hundreds of millions of years, jellyfish have been part of the maritime ecosystem, and now there are believed to be over 200 different species of jellyfish in our waters. Usually found in warmer waters, these creatures may not have many discernible features, but they have an incredible adaptability to their living conditions, tolerating low oxygen levels, differing water temperatures and pollution. Some have the ability to regenerate, reversing the ageing process, restarting their life cycle all over again.

However, all of this might not be good news for human life. As jellyfish populations increase due to global warming, this is causing unforeseen repercussions in areas which aren't traditionally used to dealing with these creatures. Take for example, the Torness nuclear power plant in Scotland. In 2011, it was shut down after a swarm of jellyfish started blocking the cooling filters. Finding a way to check the growth of jellyfish may become a priority in the future, as they continue to spread. The Black Sea saw one stowaway jellyfish introduced in 1982; there were 900 million tons of them by 1990. With numbers like these, careful management of jellyfish must be a priority on any maritime authority's agenda.

Extract 2

Woman: Did you know I've started a new job as a mystery shopper?

Man: Really?! I always assumed mystery shopping was an urban myth. So, you actually go undercover into shops and restaurants and things?

Woman: Yes, then I write up detailed reports for the companies that commissioned them.

Man: I couldn't handle telling tales on workers ... even if you're getting a free meal or whatever perks come with it. It must be tricky not to let the power go to your head. I suppose it could be make or break for some of the employees.

Woman: It's not about catching people out or naming names. I focus on patterns and processes.

Man: That's refreshingly impartial of you! So what happens when you're out 'mystery shopping', then?

Woman: I get a brief – what to look out for, what to ask. Blending in is critical. If people sense they're being evaluated, then my report isn't worth the paper it's written on, so to speak. It's bizarrely satisfying, though, as you start noticing things that would be completely overlooked, and you always need to keep the objective in sight. Yes, I'm sometimes critical, but the feedback helps businesses fix problems they didn't even know existed.

Extract 3

Man: Today, we're diving into remote working. What's your take on organisations that promote it, Alison?

Woman: It's great that work is not about being visible from nine to five any more ... when people are trusted to manage their own time, in their own environment, they usually flourish and are more effective.

Man: So it's highly connected to our general wellbeing, then?

Woman: Yes, when people can align to their personal rhythms, whether it's a preference to burn the midnight oil or a need to pick up the kids, it reduces the load. More than that, it shows a progressive organisation that considers each employee more than just the professional role they play.

Man: But the downside has to be team working, surely?

Woman: Well, seeing someone's background onscreen in an online meeting lets us have a peek into that person's character. Of course, systems need to be in place – communication norms, digital tools – but there's an argument that this online working deepens interaction because teams are intentional about meeting, rather than just mentioning things in passing.

Man: We all remember the man whose kids burst into the room during a news interview ... it certainly made him feel more human! But having the systems – that's a no-brainer.

LISTENING PART 2



I'm Dr Michelle Porter and I'm here to talk to you about disruptive technology – basically tech that prompts a dramatic shift in working – and how I work with businesses to make sense of it.

I work in what is generally known as 'influencer marketing', but not in the way most people might view it. I work directly with businesses who need clear, evidence-based advice to help them make smart choices around digital transformation. Contrary to being a saleswoman for these technologies, which is what some cynics may think of influencers, I'm like a trusted translator, bridging the know-how divide between tech innovator and adopter. My content and consulting are about credibility, strategy and helping organisations innovate confidently.

Now, let's talk about disruptive technology. The word *disruptive* sounds confronting – after all, we've all seen the headlines about AI taking over jobs, or robots replacing humans. And it's good to question those things and take stock of the consequences. Company bosses usually have this same wariness. But this shouldn't be at the cost of grasping new opportunities. Sticking with the securities of the known, which many companies have a tendency to do, can be as dangerous as adopting change.

Taking on disruptive technologies may seem threatening at first, but history shows us they're not always something to fear. For example, the mobile phone was once deemed unnecessary, but now life would be unimaginable without it. The challenge in taking on disruptive tech isn't the disruption itself – it's in the initial rollout of this new tech. After this first stage, the accompanying adaptation is also fundamental in preparing for any major change.

Many companies want to embrace this kind of tech, but they don't always have the internal capacity to evaluate new technologies. That's where they need me. I spend my time researching, testing and transforming technical developments into practical insights, jargon free as much as possible, but with the necessary detail. I've worked with organisations across sectors to help them make informed choices about AI, cloud services, machine learning and more.

Take cloud computing, for example. Back in the early 2000s, when it started to take off, it was met with a lot of scepticism. The idea of storing your company's data somewhere 'out there' felt like it would be less secure. Added to the logistical workload that implementation implied, it didn't seem like an appetising prospect. But over time – and with clear communication – that perception changed. And now, for most organisations, the cloud is essential. Cloud technology allows access to data from anywhere, dramatically cuts hardware and maintenance costs, and supports reliable disaster recovery.

So, what should companies do when they're not sure how to innovate?

First, don't just plump for a new technology without careful consideration. Identify where disruptive technologies could have the biggest impact – whether that's in customer experience, operations or data use. Then, set clear objectives for what success looks like. With any new tech, there needs to be alignment between it and the company's broader business strategy, not just with your IT department's wish list.

Then, you need buy-in from staff at all levels. If only the IT team understands the new tools, the rollout will fail. You need to make your employees feel part of the process, and to do this, it's decision makers who must communicate benefits clearly, show real-world impact and ensure people are supported through the change.

Post adoption, the work continues. Companies usually measure the performance of new technology over time – and that is good practice – but without exception, these innovations need resilience in the face of fluctuations, whether it be market shifts or consumer demand, and this is where my expertise can also help. A robust, integrated product that can weather these storms is the aim, and it's what I aim to ensure.

Adopting new technology is a marathon rather than a sprint. Companies need flexibility, curiosity and knowledge, and this is where I come in. While promotion of technologies is part of my work – sometimes through paid partnerships – integrity is at the heart of everything I do. Collaboration with innovating tech firms is essential, but if a solution isn't a good fit for a business, I say so.

LISTENING PART 3



Amanda: Welcome to *Body Matters*, the programme which discusses how our body works and how to get it working better. I'm Dr Amanda Henderson, and with me today to talk about research on how reading fiction affects our brain is neuroscientist Stefan Webber. So, Stefan, can you start by explaining what exactly is going on when we read this type of literature?

Stefan: Well, reading stories in novels mimics the brain's usual neural activity around experiences. Reading activates the brain regions associated with sensory experiences, and as you read, you take in the viewpoints and feelings of the characters as you would if a friend were recounting an experience. This activity rewires our neural networks and, over a period of time, strengthens certain competencies, such as our ability to empathise. We call this the 'theory of mind' – it allows us to pick up on and acknowledge other people's interpretations of the world.

Amanda: I see ... and would I be right in assuming that some genres of fiction are more effective than others in this regard? I mean, novels vary enormously in their quality, so this must have some bearing on the brain's reaction to what we're reading.

Stefan: Many people jump to this conclusion ... I mean, there's quite a lot of literary snobbery around, especially the idea that classical literature is more nourishing or wholesome for our emotional development. Yet our studies have shown that this couldn't be further from the truth ... I mean, clearly entertaining narratives and compelling characters exist across genres, and as long as your imagination is fired up and you're engaged emotionally with the twists and turns of the story, your brain will follow suit and start making the necessary neural connections.

Amanda: That's very interesting – I wasn't aware of that. And has the research revealed any other associated benefits at all?

Stefan: Actually, something which we've discovered, and which I am particularly curious about, is the connection between reading fiction and stress reduction. A lot of our stress comes from chemicals produced in the brain. Now, plenty of people read fiction for pleasure, knowing full well it's doing them good to some extent, but the positive effects we've observed in brain scans actually suggest the improvements go beyond those observed in studies of more active stress reduction activities like yoga or social interaction.

Amanda: Oh really? Isn't that a bit tricky for people to get their head around?

Stefan: Indeed, and I was dubious at first as well, but research findings are always double-checked, and I have to have faith in the data. You know, I think what's going on here is that it feels counterintuitive, given that reading is both a sedentary and a solitary activity.

Amanda: Hmm, very interesting. Now, it seems as though we're engaging in reading less and less as our attention budget is taken up by other activities, such as social media, binge-watching TV and online videos these days. Do you see this as a worrying trend?

Stefan: Many of us have that creeping sensation that all this is having some kind of detrimental effect, and we're right to worry. So nowadays, for example, we see far more photos and pictures than we ever used to. And the text we consume is in bite-sized chunks on screens, which means we are not focusing for long periods and we're getting a superficial understanding of something, compared to reading a book about it. Reading, by contrast, trains the brain to slow down, absorb detail and make connections – skills that are being lost.

Amanda: So, I think what you're saying is that the issue is more about how our leisure pursuits have changed and we prioritise different things these days, so reading is being taken over by other activities?

Stefan: Yes, I would agree with that assessment. We need to safeguard this specific type of thinking and depth of understanding by integrating reading into our lives alongside all the new and exciting technology at our disposal.

Amanda: I suppose society now promotes fragmented attention – where digital technologies, social-media platforms and entertainment algorithms are all designed to capture and divert our focus repeatedly. I know from my own experience that I struggle to carve out time for reading fiction and I worry that I might lose the habit entirely.

Stefan: Well, awareness is the first step to improving the situation.

Amanda: Yes, of course. Thank you very much for coming in today, Stefan, to discuss such a fascinating subject ...

LISTENING PART 4



Speaker 1

A while back, I realised I wasn't cut out for my marketing job, but teaching hadn't struck me as appealing. The change came from a mentoring scheme I joined for kids struggling with literacy. It was a council initiative to give back to the community. The time commitment wasn't huge – just enough to open my eyes to an alternative career path. I'd say being organised is a key skill for teachers. Staying on top of all the red tape and form filling can be demanding, but there's no point railing against it ... just set aside some hours each week to avoid feeling overwhelmed. And doing it on site is much better than taking it home.

Speaker 2

My old office job was pretty monotonous and wasn't stretching me, so I was on the lookout for something else. A poster about teaching caught my eye on the train one day. The passionate quotes from teachers really made an impression on me – their job satisfaction really came through – and it dawned on me that I wanted to contribute to something more than just getting a paycheck. No two courses are alike, so you've got to look into the components thoroughly. Universities and colleges can put you in touch with former trainee teachers – they'll be frank in their answers – and don't rule out online programmes, as they usually have a practical element as well.

Speaker 3

If you're toying with the idea of teaching, think of any opportunities you might have to observe an actual teacher. There's so much more involved than subject knowledge. If you can really see what goes on and you're not put off, then it might well be for you. Honestly, it's the best decision I ever made. I went along to an event at my daughter's school ... the students had work on display, teachers talked us through successful learning techniques, and the head explained the impacts of good teaching ... not just on individuals.

but for society as a whole. I was fascinated, started researching teacher-training options the next day and never looked back.

Speaker 4

Several of my friends are teachers, but despite having listened to their endless anecdotes, it wasn't until I did one of those experience days with a friend that I had a light-bulb moment about it. We did candle making, and I turned out to be quite good. The atmosphere was encouraging... I really felt drawn to it. To cut a long story short, I now run art classes in my local library. Identifying who you want to teach can be bewildering without any classroom experience, but to my mind, it's crucial to getting the most out of the profession. I teach young adults, but I'm aware they aren't everyone's cup of tea.

Speaker 5

Definitely don't go into it blind with some overly romanticised idea that you'll be fulfilled every day. Make sure you're aware of the demands of the job, both mentally and emotionally – it's a tough gig sometimes. Having said that, rewarding moments crop up on a daily basis, as every teacher will tell you. My journey started when I was sent on a leadership course for marketing managers. The trainer was so perceptive, the course made me see my role in a completely different light and made me reevaluate my priorities. After a bit of reflection, I knew I didn't much fancy training people in marketing, so I trained to be a leadership trainer.

SPEAKING PART 1



Interlocutor: First, we'd like to know something about you. Where do you live, Emilia?

Emilia: I'm from Heidelberg in South Germany originally, but I'm now living in Velten, which is about 20 kilometres from Berlin.

Interlocutor: And you, Luca?

Luca: I'm from Beirut, the capital of Lebanon, but I've been living here in Berlin for almost two years now.

Interlocutor: Are you working or studying at the moment?

Luca: I'm in my second year of a law degree, which I'm really enjoying, although the workload is quite tough. I'm learning a lot, not only about the field of law, but also from the experience of studying abroad.

Interlocutor: And you, Emilia?

Emilia: I've just started an internship with a digital marketing company, which is my first job, actually. I'm really excited to be working in this field.

Interlocutor: Luca, is there a particular skill you'd like to learn or improve?

Luca: Yes. I'm a keen cook, but I mainly cook Lebanese food, which is delicious, but I'm obsessed with sushi, so I'd like to learn some Japanese culinary skills.

Interlocutor: Emilia, do you prefer to spend your free time alone or with other people?

Emilia: Mm, a mixture of both, actually. Of course, it's good to see friends and socialise, but having 'me time' is really important to me as well. There's nothing I love more than curling up with a good book on a cold night!

Interlocutor: Thank you.

SPEAKING PART 2



Interlocutor: Now, in this part of the test, you're going to do something together. Here are some pictures of people in different situations.

First, I'd like you to look at pictures A and D and talk together about how the people might be feeling.

You have about a minute for this, so don't worry if I interrupt you.

Luca: OK, picture A. The patient looks concerned. I imagine she's feeling fear, trepidation ... she's worried about what the doctor's saying or might say.

Emilia: Yes, and the doctor, from the way she's looking, is also feeling worried, but about the woman's reaction. I think she's delivered a message and is feeling that perhaps she should have been a little less blunt, a bit more careful about how she gave that news, whatever it was.

Luca: Mm-hm. Now the other one, picture D. She's filming a reel and feeling hopeful that she's going to get a good response to it.

Emilia: Yes, or sales. I'm not sure from her smile she's really happy; that could be just for the camera.

Interlocutor: Thank you. Now look at all the pictures.

I'd like you to imagine that a TV documentary is being made on the impacts of different persuasion techniques. Here are some of the pictures they are considering using to advertise the documentary.

Talk together about the positive and negative impacts of the persuasion techniques shown in the photographs. Then choose which photo should be used to advertise the TV documentary.

You have about three minutes to talk about this.

Emilia: OK, I think here, the doctor is using her medical expertise to persuade the patient to calm down and listen: 'Trust me, I'm a doctor.'

Luca: True, but sometimes too much medical jargon can backfire, so instead of feeling reassured, she panics.

Emilia: Right. We rely on specialists for good reason, yet that trust can make us follow blindly or struggle to process what they tell us.

Luca: Let's move on ... picture B. This is quite evocative – good to advertise a TV show. The little kid is using everything she's got to convince her mum to buy her that toy!

Emilia: Yes. As a persuasive technique, she's appealing to her mum's emotions. That can be quite effective.

Luca: But on the other hand, it's a form of emotional blackmail! Buy me this and I'll be happy. It's a kind of manipulation, don't you think?

Emilia: Yes, and that's why it can be effective! But I agree, it's a good one to use to promote the show. Much better than C. I mean, I can see how this shows that people can be persuaded by facts and presentations, but it's a bit boring.

Luca: I'm with you on that one. Now D again, I think this shows how we can be influenced to buy things that we might not need – not good!

Emilia: True, but I think these influencer reviews can be quite good, actually, and sometimes it puts you off buying the thing – you realise it's not as exciting as you thought, or not worth the money – and that's quite positive.

Interlocutor: Thank you.

SPEAKING PART 3



Interlocutor: Now, in this part of the test, you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So, Emilia, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like. All right? Here is your card.

Please let Luca see your card. Remember, Emilia, you have about two minutes to talk before we join in.

Emilia: OK, so I think unresolved personal conflict can affect people way more than they realise. For starters, they almost always create tension in relationships. When there's something unspoken between you and someone else – whether it's a friend, a family member or even a partner – it kind of hangs in the air. It changes how you talk to each other, or whether you talk at all. People start avoiding certain topics, or just avoiding each other altogether, and that distance builds up over time.

Then there's the mental health side of things. Carrying unresolved issues around with you can be exhausting. You end up overthinking, replaying conversations, wondering what you could have said differently. That can really bring you down. It affects your mood,

your sleep, you can't focus ... And the worst part is, if the conflict drags on, it can build into stress or anxiety without you even noticing at first.

It also affects how you deal with future situations. If something wasn't resolved properly in the past, you might start avoiding conflict altogether or go into similar situations with a kind of defensive attitude.

So, yeah, unresolved conflict doesn't just impact one part of your life, it can kind of spread. It affects how you see others, how you feel about yourself and even how safe or stable your relationships feel. That's why dealing with issues early – before they turn into something bigger – is so important.

Interlocutor: Thank you. Luca, how can children be supported to deal with personal conflict?

Luca: I think the key is helping kids name what they're feeling and actually talk about it, instead of just reacting. A lot of the time, they don't even realise they're angry or hurt – they just lash out, sometimes physically. Adults need to show them it's OK to disagree, but they still have to stay respectful. Also, I think schools should do more around emotional education. Conflict resolution should be part of the curriculum, honestly. And giving kids space to solve problems themselves, without always stepping in straight away, helps them develop those skills naturally.

Interlocutor: Emilia, what do you think?

Emilia: Building on what Luca said about helping children to solve conflict by themselves, I think this skills development is key. It's about guiding, not controlling. Adults shouldn't solve the problem for them, and neither should they force the kids to take a certain action. Children need to learn how to behave appropriately and to use skills in a different situation, a different disagreement.

Interlocutor: Now, Luca, it's your turn to be given a question. Here is your card. Please let Emilia see your card. Remember, Luca, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

Luca: The way I see it, mediation can be a really effective way to resolve conflict, but it's not perfect. One big advantage is the objective position that must be taken by the mediator. This means people can put forward their side of the argument without feeling judged, and the mediator can help them to identify a middle ground or just keep things calm and structured. Like in family disagreements, for example, sometimes it's just about giving both people a chance to be heard.

Mediation could work well where there are disputes between neighbours. Let's say someone's complaining about noise or something. The police aren't going to get involved, but the situation does need sorting out so that the two parties can coexist peacefully. An objective mediator could help to lead the argument to a quicker resolution rather than just letting things fester.

But mediation only really works if both people are willing to take part in good faith. If one is being really difficult or just wants to win the argument, it goes nowhere. And the mediator has to have the right skills to be able to deal with a delicate situation. Otherwise, they could just make matters worse.

Interlocutor: Thank you. Emilia, what do you think makes a good mediator?

Emilia: I think a good mediator is someone who can stay completely neutral, even when the people involved are really emotional or upset. They don't take sides, but they also don't just sit back – they actually guide the conversation, so it stays respectful and focused. Listening is a huge part of it – not just hearing what people say, but understanding what's *really* going on underneath. And I'd say patience is key, too, because conflicts rarely get solved quickly. A good mediator gives people space to talk, helps them see each other's point of view, and finds some kind of middle ground without forcing it.

Interlocutor: Luca, what do you think?

Luca: I agree that patience and neutrality are important. However, I think it sometimes helps if a mediator can give suggestions, especially when the situation seems like it isn't moving forward. Both parties can disagree with the suggestion, but it might spark them into looking at the issue in a different light. So, the mediator

needs to be able to present options for practical steps, as well as just listening, in my opinion.

Interlocutor: Thank you. Now to finish the test, we're going to talk about conflict in general. To what extent is conflict an inevitable aspect of human interaction?

Luca: You know, I was thinking about this the other day – how even when people really get along, there's always that potential for things to clash.

Emilia: Yeah, it's weird, isn't it? Like, even in the best relationships, there's still conflict now and then. It's almost like friction is just part of being human.

Luca: Exactly. I mean, we're not robots – we've got opinions, emotions, different upbringings ... It would be kind of unnatural not to disagree sometimes. But I think the real issue isn't the conflict itself, that's normal. It's how people handle it.

Emilia: True! Some people turn the simplest of misunderstandings into a massive drama; others just talk it through and move on.

Luca: You know, I really believe that even when people seem to agree all the time, there's still conflict there somewhere. It's just unspoken.

Emilia: You could be right! Yeah, maybe they're too polite to speak up or they hate fights. But then things build up and explode later, right?

Interlocutor: Does power always play a role in how conflict is resolved between people or countries?

Emilia: I think it definitely does, even if it's not obvious at first.

Luca: Yeah, I agree. Even in situations that seem equal, there's usually some kind of imbalance. It could be social or even just who has more experience.

Emilia: Exactly. I mean, take a disagreement between colleagues. If one has more authority, or even just a louder voice, they can shift the resolution to be in their favour, whether it's fair or not.

Luca: True, although I'm not sure it's always that simple in friendships. You don't have that difference in authority.

Emilia: But there's always someone who's more outspoken, right? Don't you think they have more power to win an argument?

Luca: Sometimes ... but I think it depends on the nature of the friendship. If there's mutual respect, then I think there's a lot of power in being quiet, sometimes. If a person knows that withdrawal is their friend's way of showing they don't agree, then as a good friend they should notice that and try to resolve the disagreement in a different way, without shouting and being loud and trying to force their opinion on others.

Emilia: Yes, I think you have a point about mutual respect. In a real friendship, you wouldn't just try to shout down someone else's opinions.

Interlocutor: Thank you. That is the end of the test.

Test 6

Audioscript

LISTENING PART 1



Extract 1

Man: Mosquito season again. I can't bear them.

Woman: Me neither. I used to swear by that chemical DEET, but lately I've been trying out citronella and eucalyptus, and they seem to be working surprisingly well for me.

Man: Really? The chemical stuff might be a bit harsh, and I know it's pricey, but you can't fault the stuff as far as I'm concerned. Whereas those natural kinds of things are a bit hit-and-miss. Or at least, I think so – maybe I'm in the minority!

Woman: Well, they're much better for the environment. Some of those synthetic compounds they use in chemical repellents end up in waterways. They don't break down easily, you see. That's not ideal.

Man: But sometimes our protection should come before other considerations.

Woman: I'm not sure that's the case around here, where they're fairly harmless ... unlike in other places in the world.

Man: But still, they are unpleasant.

Woman: Well, to be honest, mosquitoes don't bother me much. Unlike my husband – his bites come up like a balloon.

Man: It's unfair, isn't it? I've got to say I'm like your husband in that respect.

Woman: That's probably why I don't mind trying the natural stuff!

Extract 2

Man: We're speaking with industrial engineer Suzanne Myers about the topic of Science, Technology, Engineering and Maths, also known as STEM. Suzanne, what do you think about the current numbers of women in this area?

Woman: Well, there's been headway, but I was one of just four women out of 55 students when I studied Engineering at university – and that was only ten years ago. I don't want to lay blame at anyone's door. I think it's often that girls don't even consider STEM, because ... well, it matters whether we're made aware of it and encouraged. Something isn't going to seem attractive if it's not even on the radar ... and let's face it, think of a famous scientist or mathematician, and I bet they're male.

Man: Do you think there is a place for more women in STEM now?

Woman: Many companies are crying out for greater diversity, especially with the mind-blowing rate of scientific and technological advancement. But they've got to be careful to make gradual shifts rather than make rash hires – it's the same as with any innovation. But women should be in STEM, as far as I'm concerned – our contribution is vital.

Extract 3

Woman: Today, I'm joined by Tom McGregor, who recently completed the Three Peaks Challenge, climbing the three highest peaks of England, Scotland and Wales. So, Tom, was it an enjoyable experience?

Man: I'm not sure 'enjoyable' quite captures it – it was exhausting and relentless at times, but also there's something meditative about sustained movement over long distances, out there in nature. Although there are always things you'd never see coming. At some points, I was jostling for space, for example. For me, the thing that made all the difference was preparation. You have to be tuned into the environment, and the temperature can change at the drop of a hat. It's good to rely on yourself in those situations ... it makes you feel superhuman!

Woman: And any tips for prospective challengers?

Man: Oh, so many ... It goes without saying that you need to be quite physically fit, but not in athletic proportions. Keeping your nerve when faced with sleep deprivation, severe discomfort and long journeys between mountains is vital, as they can take their toll. Knowing exactly what you're getting yourself into can give you the tools to succeed. I assure you, it's worth it in the end.

LISTENING PART 2



My talk this evening is on our fascination with time travel ... or, more specifically, why film directors are so taken with it. Time travel as a concept has been around for hundreds of years. It has featured in myths and legends around the world in some form or another, and yet it didn't gain widespread currency in its modern form until the late 19th and early 20th centuries. It was a spate of novels exploring the idea that led to this.

Put simply, time travel is a convenient tool which allows film directors to play with different narratives and explore ideas which just wouldn't be possible in real-world storytelling contexts. At some level, it's quite a crude plot device, but I think describing it that way rather misses the point because of the creative possibilities which it opens up.

I mean, audiences are well aware that time travel cannot be fully squared with the laws of physics – at least, not as we currently understand them – so viewers have already suspended their disbelief about whether the story is likely or not. Rather, they watch to see the characters' reactions to adversity ... in other words, everything revolves around the psychology – how characters respond – as their predicament unfolds.

Even though this genre opens up all sorts of creative possibilities, directors tend to home in on a handful of storylines to get audiences to connect with their characters. Given that we all face complicated life choices on a daily basis, the idea of internal conflict tends to crop up. Often, it's borne out of their personality or lifestyle – something which will challenge their sense of self – and the audience is then on tenterhooks: will the person see the error of their ways, and if so, how will they come to this realisation?

During the characters' personal odyssey, the challenge for filmmakers is ensuring that audiences experience some form of self-reflection as they watch the characters navigating their struggles. None of us will ever experience time travel, so filmmakers can essentially do anything, but my view is that they ought to take a thought-provoking approach, otherwise the film risks just being a tale of intrepid adventurers, and the time travel aspect takes a back seat.

Now, in terms of techniques, filmmakers have several at their disposal. One that I recommend is the time loop, where a character seems destined to repeat the same events until they can break the cycle. Each time they learn more, adapt and grow. This repetition can highlight the consequences of decisions, showing how each action matters and shapes what happens next. It creates suspense, as the audience wonders what will finally break the cycle. This can be used as a powerful vehicle for tales of overcoming struggles.

Another technique is more visual and often works better on screen than in literature ... and that, of course, is some form of machine like a time machine or concepts like a wormhole to another dimension. This allows creators to integrate the latest knowledge from scientists. This technology may be totally implausible, but it fuels the audience's imagination and creates powerful images. Think about how easy it is to recall spaceships, portals and gadgets from your favourite time-travelling films.

More recent films have more modern scientific ideas inspiring the methods of time travel. This evolution keeps the genre fresh and exciting, as well as serving as a reminder of our cultural and scientific history, because the method of time travel also reflects the film's era. It's interesting to watch older films, as the scientific context often seems outdated by today's standards.

Finally, films use time travel to investigate the interconnected nature of the world. You may have heard of the butterfly effect, which examines how one seemingly insignificant action can have unexpected or larger effects. When a film character goes back in time, even a tiny change can have dramatic effects on how reality unfolds, and this can be used to investigate the concept of free will – that is, how much agency individuals have. It can make viewers contemplate various 'what if' scenarios in their own personal histories and invites the audience to imagine how their life could have been altered by one small, different decision.

That's why time-travelling films captivate us. They offer us a chance not only to view the world from many perspectives, but to consider all the possible twists and turns our own lives could have taken.

LISTENING PART 3



Presenter: Today on *Modern World Matters*, we're talking about the rise of plant-based meat, and we've got Eleanor Canning, a chef and food blogger, as well as nutritionist Mike O'Neill to give us their views. Mike, let's start with you ... big fake-meat fan?

Mike: I wouldn't say a massive fan – I still eat a fair bit of normal meat – but plant-based meat certainly seems to be everywhere at the moment! The stores are a world away from what they were 20 years ago. My wife is vegan, and shopping used to be a hassle. Now, there's a bewildering array of fake-meat products ... but I'd say we're lucky – I know it's another story in other parts of the

country. But, as far as I'm concerned, the more choice, the better ... and I'm pleased that more and more people are trying plant-based meat.

Presenter: And Eleanor, do you feel the same way?

Eleanor: Yes, I think it's a positive change overall. But the concept is really nothing that new. As long as there have been vegetarians, or poverty, there have been meat replacements. Think of the Glamorgan sausage – it's basically cheese, leeks and breadcrumbs – and it grew in popularity when food was rationed in the 1940s and meat was harder to come by. It's actually still surprisingly popular today!

Presenter: Anything with cheese in it is a big winner for me!

Eleanor: Me too! I suppose the real difference we've seen recently is the fact that nowadays there are so many pre-prepared products.

Presenter: And how much do you work with these new plant-based meats in your restaurant, Eleanor?

Eleanor: I know plenty of restaurants that do, but for me, the absolute priority is that we provide every diner with food that they can eat ... that includes vegetarian, vegan and gluten-free options, as well as considerations for all allergens. I've nothing against fake meat, but you won't find it in my kitchen when I can make a delicious vegan meal from scratch. In this way, I know exactly what goes into what we serve, and can advise accordingly.

Mike: That's spot on, if you ask me ... after all, fake meat doesn't necessarily have a place everywhere. While of course, the convenience of on-shelf fake meats is a big plus, they're not particularly nourishing, and for some people, that's the very reason they want to eat vegetarian. Restaurants need to offer a choice ... and not just of vegetarian options, but also of healthy options, too – and hopefully encourage healthy plant-based eating.

Eleanor: Well, we shouldn't ignore the benefits, though – saturated fat is generally lower, and a fake meat burger or sausage generally has much more fibre than their meat equivalents. But they're still processed.

Mike: That's a fair point. Fake meat does have its merits. If you can afford it, these meats might be a handy stepping stone to eating truly healthily, simply because you can cook them straight out of the packet and there's no mucking around ... but if you could make your own, for example, veggie burger with beetroot, walnuts, beans, whatever, you're going to have a much, much better diet. It might surprise people how easy it is to do! I suppose I would say that being a nutritionist, but we just can't underestimate the benefits of real cooking from basic ingredients, and it's also easier on the wallet.

Eleanor: But I think processed foods will always be in demand, unfortunately. Convenience is everything, and I don't think people have the desire to embrace cooking from scratch. Nor do they need to, if you ask me. Processed products are often vilified, but the term includes things like wholemeal bread, so they don't deserve the bad reputation they generally have, as it's far from black and white. The consumer needs to be aware about what their foods contain, though, and there are some useful apps these days which can tell you the nutritional content of something just by scanning the bar code.

Mike: Yes, I agree they're a great step in the right direction. The so-called traffic-light system some of those apps have is fantastic for those who want an easy answer to whether something is good for them.

LISTENING PART 4



Speaker 1

I hadn't intended to go to the summer exhibition at the City Gallery until a friend mentioned she'd laid her hands on some tickets. She didn't fancy going alone, and refusing would've seemed rude, so I tagged along, despite my suspicions that it wouldn't be my cup of tea. While the artwork did exceed my expectations, the acoustics of the gallery leave a lot to be desired. Too many people had turned up, and the noise was deafening, but I'm hardly surprised, as it's got a limited run. Who knows what prompted that decision – I presume it's why it was heaving – not the most pleasant of experiences. I just don't know why it wasn't extended.

Speaker 2

The whole thing was totally unique – immersive theatre, they call it, where there's no stage, and the audience wander around among the actors as if they were taking part in the performance too, which I suppose they are, to a certain extent. I'd been on the hunt for something quirky to push my boundaries, and this definitely hit the mark. It was remarkable, and I've been boring everyone to tears about it ever since. They do need to sort out the foyer, though – you can't take anything in, and once everyone's inside, it's totally packed, so you can't get to the locker areas very easily. It was pretty chaotic with everyone milling around.

Speaker 3

The management should have clarified that it was in some warehouse on the outskirts of the city, as it took forever to track it down, and we only just made it by the skin of our teeth. Not to mention the run-down nature of the neighbourhood, which didn't fill me with confidence. I find plays can be a bit hit-and-miss nowadays, irrespective of the creative team behind them, but a colleague insisted this would be right up my street, since I like independent, small-scale productions, and she's got discerning taste. So, I made a mental note to check it out, and as usual, she'd been spot on.

Speaker 4

We thought we might as well go, because the concert was one of those pop-up events, and bizarrely it was only a stone's throw away. Trekking across the city for a gig's off-putting, so we tend not to bother these days, unless it's an iconic artist we haven't seen. I think on another day, it would've been amazing, but the place was only half full, which really put a dampener on the whole experience. The band was pretty uninspiring, like they were going through the motions. Don't get me wrong – the music came across perfectly, well-engineered as you'd expect – but they just didn't create enough energy to get everyone moving.

Speaker 5

The fashion show was a standout event in this year's calendar, although the lengthy bag checks seemed too intrusive. It definitely caused some annoyance amongst the guests, and I felt it was unnecessary. Anyway, once we were in, things improved, and in terms of being a true celebration of the talented emerging designers in the country, it was a roaring success. As a freelance fashion journalist, I'm not that fussed with the overall experience – the music and lighting – and it's quite uncomfortable, as we all get squashed in together at the back. But I'm there to observe trends and make predictions on the movers and shakers for next season, not to have fun.

SPEAKING PART 1



Interlocutor: First, we'd like to know something about you. Where do you live, Vittoria?

Vittoria: I live here in Bari with my family. We're in quite a quiet part of town, so it's not too hectic in the summer, because you know there can be a lot of tourists and cruise ships.

Interlocutor: And you, Mateo?

Mateo: I live in Lecce, so even further south! It's a beautiful place, with a really historic old town, and yeah, we can also get a bit inundated in the tourist season.

Interlocutor: Are you working or studying at the moment?

Mateo: I'm still at school right now; I'll be taking my Maturità in the summer. I do a little work for my uncle from time to time. He has a catering company, and I help him with his social media.

Interlocutor: And you, Vittoria?

Vittoria: I'm also a high-school student.

Interlocutor: Mateo, have you ever used the internet to help you learn a foreign language?

Mateo: I mean, aside from English, which I think I'm still developing when I read and watch videos online, I do like to use language apps just for fun, to learn a little bit of Korean, a little bit of Arabic. I think

if you want to learn seriously, you need to take classes, but if you just want to pick up some words and phrases, you can do this by yourself online.

Interlocutor: Vittoria, how important is it to know English in your country?

Vittoria: It's essential, I think, if you want to get on in life. You need it for university; a lot of research is done in English, technical papers ... and of course, it's a requirement for many jobs, especially any with an international element. Globalisation is the reason, I think. You just can't function in this world without English.

Interlocutor: Thank you.

SPEAKING PART 2



Interlocutor: Now, in this part of the test, you're going to do something together. Here are some pictures of people in different situations.

First, I'd like you to look at pictures C and G and talk together about what might happen in the next few minutes.

You have about a minute for this, so don't worry if I interrupt you.

Vittoria: OK, so in this picture, it looks as if the people have almost finished whatever it is that they're creating, so soon they'll stop, stand back ... and admire their work!

Mateo: Yes, they could be about to take a breather, appraise where they're up to, perhaps make some final touches.

Vittoria: And what do you think might be about to happen in the other one, G?

Mateo: I feel as if he's in his own little world and someone is about to bust in and shock him out of it!

Vittoria: Yes, it'll bring him back to reality, he'll stop reading, remember where he is.

Interlocutor: Thank you. Now look at all the pictures.

I'd like you to imagine that a podcast is being created for students on the role of art. Here are some of the aspects they are planning to include.

Talk together about how important these aspects of the role of art might be to students. Then choose which aspect would be most interesting to students.

You have about three minutes to talk about this.

Mateo: Mmm ... let's start here. If we think about the costumes and decoration being a type of art, then I guess the role of art here is a way of expressing your culture?

Vittoria: Yes, I see what you mean. You could see the carnival or whatever as an artistic performance, people dressing up, dancing, showing who they are.

Mateo: And I think it makes people feel connected – everyone goes to the parade every year because they want to be part of this cultural event. I think that's important to students. Having a shared culture or finding out about new cultures.

Vittoria: Yes. And how about this one? If we're talking about the role of art, this is more about making public spaces look decorative, isn't it?

Mateo: Decorative, yes. Colourful. Vibrant. I think this would resonate with students because it's the type of project they might see around their university; they might even be able to get involved themselves.

Vittoria: Yes, I wonder if it has any kind of social message, this art, or if it's purely decorative ... I don't know.

Mateo: Well, if we are talking about art being used to convey a social message, or a political one, look at this. This is extremely relevant to students who are politically engaged. Especially as there can be a kind of humour in the image, so art can be used for a political purpose, to make you think about an important issue, but also to make you smile.

Vittoria: Yes, art can be a pretty powerful tool for activism. It says more than just words.

Mateo: Definitely!

Vittoria: Thinking again about the student audience, I'm looking at F and thinking this could be appealing to them. The mural says something about the local community. It's a statement. This is who we are. This is what we love here.

Interlocutor: Thank you.

SPEAKING PART 3



Interlocutor: Now, in this part of the test, you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So, Vittoria, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like. All right? Here is your card.

Please let Mateo see your card. Remember, Vittoria, you have about two minutes to talk before we join in.

Vittoria: I think schools and universities should be teaching digital-footprint literacy, and not just as a quick warning about what not to post online. It needs to be treated as a proper part of education, because the reality is that most students are active online from a really young age, but they don't fully understand the long-term consequences of what they're doing. So, it's crucial – helping people avoid mistakes before they happen, rather than trying to fix things afterwards when it might already be too late. But it's not just about telling students, 'Don't post this, don't do that.' It should also be about empowerment – helping them take control of their online presence. Things like how to build a positive digital profile, how to set boundaries, how to check privacy settings – all of that's actually useful. If they understand how data is collected, stored and sometimes even sold, they're in a much stronger position to protect themselves. And to be honest, it's not just about social media. Employers look people up online, universities check digital profiles – it's all part of how we're perceived now. So digital-footprint literacy is just as relevant as learning to write a CV. I'd say teaching it gives students the tools to be more aware, more responsible and more confident online – and that's something they'll carry with them well beyond school.

Interlocutor: Thank you. Mateo, how might people of different ages or backgrounds be at risk of creating a harmful digital footprint?

Mateo: I think young children and older people are the most vulnerable. When kids first start using the internet, they don't know anything about privacy, and they can put a lot of stuff out there – personal stuff – without knowing the risks. They get their first phone, start buying apps ... And older people because, let's face it, they don't know enough about the tech they're using. They think they know, but young people are often much savvier.

Interlocutor: Vittoria, what do you think?

Vittoria: I think children are most at risk, as Mateo said. It's a real worry because they not only put themselves in danger, but they can share their parents' payment details or personal details or family photos, maybe even unknowingly, so they can put other people at risk, too. And once it's out there, it's out there.

Interlocutor: Thank you. Now, Mateo, it's your turn to be given a question. Here is your card. Please let Vittoria see your card. Remember, Mateo, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

Mateo: So, I think you can *kind of* control your online privacy, but only to a certain extent. Like, there are things you can do – turn off location settings, reject cookies, use private browsing – but even then, you never really know how much of your data is actually being collected. Most apps just ask for loads of permissions the moment you install them, and let's be honest, most people just tap 'Accept' without reading anything.

That said, things have improved. There are more tools now – you can use ad blockers or get browsers that don't track you. Even phones are starting to tell you when an app's using your camera or microphone, which is actually kind of useful. So yeah, technology has helped a bit, but it still feels like you're playing catch-up all the time.

And there are laws now, too. I believe it's called GDPR or something like that. It's made companies be more upfront about what they're doing with your data, which is great, but again, who really reads those pop-ups? I feel like the laws are there, but they're not always enforced properly, especially with huge companies that pretty much do what they want.

So overall, I'd say you *can* control some parts of your online privacy, but not all of it. If you're really careful and know what you're doing, you can limit the risks. But most people don't have the time or knowledge to do that, and the internet moves too fast anyway. It's more like damage control than actual privacy, to be honest.

Interlocutor: Thank you. Vittoria, who do you think suffers most from data leaks – the company who was hacked or the customers whose data was compromised?

Vittoria: The customers, definitely. Data breaches seem to be happening all the time, and companies aren't really affected, but the customers – they're the ones who suffer if their credit-card details are hacked and their bank accounts are emptied. I feel like companies that take payments shouldn't be allowed to hold customer's personal data unless there's a failsafe security system.

Interlocutor: Mateo, what do you think?

Mateo: Of course I agree with that. The only impact on the company is perhaps a dent in their reputation, but the biggest companies don't really seem to be affected. I think that's why they don't take data security as seriously as they should – because ultimately the consequences for them as a business aren't that severe.

Interlocutor: Thank you. Now to finish the test, we're going to talk about digital footprints and online privacy in general. Is online privacy a basic human right?

Vittoria: Yes, absolutely. I one-hundred-per-cent agree with this statement. It's a human right, and we are effectively giving away our rights willingly by just clicking 'accept all' because we're too lazy to read how an app or a website is going to use our data. It's our personal information. What is more personal than what we choose to look at online? The things we share and comment on?

Mateo: I'm with you on this, I think we give away far too much personal information, and privacy, whether online or offline, is a human right. We should have the right to live our lives without surveillance. In the past, this involved people listening to and watching you, and now it's people spying on you through your phone. It's really scary.

Vittoria: It's funny, though, when I think of human rights, I'm thinking more about basics like the right to education, the right to freedom of speech. But now I come to think of it, privacy is right up there. I think we need to talk about this more.

Mateo: I think people *are* talking about it. But only when someone's data or privacy has been compromised. We need to be more proactive and protect ourselves and our rights.

Interlocutor: Should individuals have the right to delete their data from all platforms?

Mateo: My instinct is to say 'yes', for social-media platforms and shopping websites for sure. But I'm wondering about some of the data the government holds about you ... isn't that important for things like security, policing and so on? Criminal gangs could benefit by saying: 'Because of data laws, you have to erase my criminal record.'

Vittoria: You're right about that. But let's say that aside from the national records stuff, like births, deaths, medical data and so on, you should have the right to erase all other data, whether you consented to it being taken in the first place or not.

Mateo: Now you mention medical data, I'm thinking that actually I should have the right to delete that data. It's so personal! It's up to me if I want to tell someone my medical history.

Vittoria: Well, I can think of a case where it could be lifesaving, actually. What if you had a serious condition, an allergy say, that if you were admitted to hospital for something else and they didn't know you had this allergic condition, they could accidentally kill you. So, if that's on your medical record, then that could save your life.

Mateo: Well, I probably wouldn't choose to erase that data, then, and if I did, and I died, well, then that's my own fault. But I do believe it should be up to the individual. It's a question of ethics. It can be misused. Anything personal related to my health, preferences and life experiences, other than criminal activity, should be my choice as to whether I make it known or not and whether it remains in the public domain or not.

Interlocutor: Thank you. That is the end of the test.

Answer key

Test 1



Teacher notes and answer key with extra information in Resource Bank

Reading and Use of English Part 1

Training

1 Useful language Choosing the correct word in context

1 found 2 absence 3 sticking 4 regarded
5 purpose 6 effect 7 generated

- 1 *Found* is correct because it relates to an experiment – experiments cannot ‘decide’ anything.
- 2 *In the absence of* is a fixed phrase. *Lack* has a similar meaning, but isn’t used in this phrase.
- 3 *Sticking* combines with the preposition *to* to make a phrasal verb which means the same as ‘following/obeying the rules’.
- 4 *Regarded* can be followed by *as*; *considered* has a similar meaning, but isn’t followed by *as*.
- 5 *Purpose* is followed by the preposition *of*. *Reason* has a similar meaning, but would be followed by the preposition *for*.
- 6 *Have the effect of* is a fixed phrase. *Impact* has a similar meaning, but isn’t used in this phrase.
- 7 *Generated* forms a common collocation with the noun *interest*. The verb *compose* doesn’t collocate with the idea of interest.

2 Useful language Collocations

2a

1 reached 2 set 3 close 4 welcome 5 lasting

2b

1 greatly 2 highly 3 widely 4 deeply 5 strongly 6 narrowly

2c

1 C 2 A 3 B 4 B 5 B 6 A

Exam practice

1 B 2 C 3 A 4 A 5 D 6 B 7 C 8 B

- 1 *Gain popularity* is the common collocation.
- 2 *The perfect opportunity* is a common collocation used to stress how appropriate something is.
- 3 *Isn’t lost on anyone* is a fixed phrase that emphasises how obvious/apparent something is.
- 4 *To write something off* is a phrasal verb which means ‘to dismiss something’.
- 5 *Scope* is the only one of the four words that can be followed by the preposition *for* and which does not require an article before it.

- 6 *Constraints* is the correct word in the context of a budget.
- 7 *Simply* is the correct word because it creates a contrast with other teenagers in the previous paragraph who are involved in organising the event.
- 8 *Showcase* is the correct word because it is the only one of the four options that can be followed by the verb *to convey*.

Reading and Use of English Part 2

Training

1 Useful language Prepositions

1a

1 up 2 into 3 On 4 of 5 On/With 6 behind 7 without 8 off
9 in 10 to 11 with 12 in 13 of 14 into 15 down 16 By
17 into 18 on 19 through 20 from

1b

1 end up, get off (the ground), fall into, browse through
2 On the contrary
3 going into, pointed out/to
4 of a collective effort, in any successful mission, without their input, with software engineers, on offer, from space lawyers
5 involved in, capable of
6 behind the scenes, in short supply, down to the ground

2 Useful language Choosing the correct relative pronoun

1 who/that 2 whom 3 which 4 whom 5 which 6 which
7 whose 8 which 9 which/where 10 where

3 Useful language Common expressions

3a

1 once 2 open 3 on 4 with 5 for 6 of 7 mind 8 way 9 all
10 done 11 have 12 being

3b

a 5 b 9 c 1 d 2 e 6 f 10 g 8 h 11 i 7 j 4 k 12 l 3

Exam practice

9 Some 10 out 11 led 12 ahead 13 What 14 despite
15 make 16 Once/After

Reading and Use of English Part 3

Training

1 Useful language Adjectives and nouns

1 ability 2 abruptness 3 academic 4 accessibility 5 affectionate
6 anonymity 7 assertiveness 8 commitment 9 compulsive
10 contradictory 11 dedication 12 flexibility 13 humiliated
14 ignorance 15 immaturity 16 negligence 17 obligatory
18 persistence 19 practicality 20 sympathetic

2 Practising word formation

2a

1 unimpressed 2 underprivileged 3 inconsistencies 4 persuasive
5 unforced 6 generosity 7 disbelief 8 drawbacks 9 outcomes
10 destructive

2b

1 noun 2 noun 3 noun 4 adverb 5 adjective 6 verb
7 adjective 8 adjective 9 adjective 10 noun

2c

1 depression 2 employment 3 maintenance 4 Consequently
5 affordable 6 transformed 7 unprecedented 8 beneficial
9 luxurious 10 lifestyle

Exam practice

17 ageing/aging 18 increasingly 19 confront 20 disagreement
21 invariably 22 scenarios 23 outcomes 24 likelihood

Reading and Use of English Part 4

Training

1 How to approach sentence transformations

- 1 The subject order has changed (*Angela comes first*) and the verb phrase is different (*hit* instead of *made friends*).
- 2 The negative idea (*didn't like*) is missing; instead, there's a preposition (*to*) suggesting a phrase precedes it.
- 3 The idea of making friends quickly (*immediately*) and the dislike for her partner (*didn't like*).
- 4 The key word **TAKE** relates to the second part (*didn't like her partner much*). The common phrase *take to someone* (meaning 'to like someone') is required.
- 5 it off immediately, | but I didn't TAKE

2 Applying the approach

- 1 HAS no intention | of (ever) going to
- 2 planning is CRUCIAL | to the success
- 3 was at a (complete) LOSS | as to

3 Ensuring sentences have the same meaning

1 A 2 B 3 B 4 B 5 A 6 A 7 A 8 A 9 A

Exam practice

- 25 is in FAVOUR of | organising/organizing
- 26 is under THREAT | as a
- 27 time/point | should the main door be LEFT
- 28 that a map was / would be | HIGHLY likely
- 29 recommendation was | to go/read THROUGH
- 30 as it seems / as it may seem, | there is NO other

Reading and Use of English Part 5

Training

1 Reading to find the answer

1a

- 1 cast (one's) gaze 2 wipe out 3 souvenir hunters
- 4 artefacts 5 a guiding principle

1b

space tourism / commercially funded missions

1c

B

1d

A is wrong because the writer doesn't talk about how many missions are being planned – only about the general trend. C is wrong because the writer doesn't talk about who the potential tourists might be or what attitudes they might have. D is wrong because although the writer talks about state-funded missions, these are described as *less of an issue*, and the idea of competition isn't discussed.

2 Whose point of view?

2a

1 B 2 D 3 D 4 D 5 A 6 A 7 D 8 A

2b

C

By saying *in his timely book* and a *convincing case*, the writer is agreeing that this threat is something that needs to be acknowledged and discussed.

2c

A is wrong because the writer doesn't tell us Becker's view of the quote. B is wrong because although this is the writer's view, we aren't told what Becker thinks about this. D is wrong because Becker's view of the short term isn't discussed.

2d

- 1 *Mythical* suggests that their attitude isn't rational and objective.
- 2 *Fancy themselves* suggests that other people may not agree with this perception.
- 3 *Grand* suggests self-importance.
- 4 *Sprawling patchwork* suggests something disordered and lacking in form and structure.

3 Verbs to introduce opinions

- 1 voiced 2 raised 3 claimed 4 doubt 5 assert
- 6 dispute 7 point 8 recommended

Exam practice

31 B 32 A 33 C 34 D 35 A 36 C

- 31 B is the correct answer because it sums up the ideas presented in the first paragraph. The writer began to feel *desperation* at the lack of a job offer and the need to get one became *all-consuming* – in other words, this concern took all the writer's thoughts and energy.

A is wrong because the writer expected this to be a long process and felt prepared for that. C is wrong because although the writer mentions having no income after giving up his job, he expected to *make a go of* his new freelance career. He doesn't suggest that he lowered his expectations of how much he might eventually earn. D is wrong because this paragraph only deals with the period during which he didn't have any freelance work.

- 32 A is the correct answer because the writer says *the red flags were there* – in other words, there were clear indications that he was taking a risk, but he went ahead

anyway. The expression *grasp the nettle* means 'to force yourself to be brave and do something you know is going to be unpleasant.'

B is wrong because the writer says *I was hardly deluding myself at this point*, so didn't feel reassured. C is wrong because the writer was aware of the risk. The expression *to reserve judgement* implies that the writer hadn't yet formed a view about something. D is wrong because the writer didn't act out of curiosity, saying instead *I wanted to get started* to explain the reason for accepting the offer.

- 33 C is the correct answer because the writer reports becoming *immersed* in the work because it was *intellectually stimulating and full of linguistic challenges*, and that the translation had *integrity* – in other words, it lived up to his expectations.

A is wrong because the writer doesn't mention any surprise at how long the work took to do. B is wrong because this wasn't the writer's main motivation. The opportunity to impress future clients is mentioned, but not the current ones. D is wrong because everything the writer says indicates a high level of satisfaction with the work.

- 34 D is the correct answer because when the client responded, the writer recognised that *all hope of recompense for my time and effort was lost* because some obvious features of a scam were evident in the instructions for triggering the payment.

A is wrong because the writer says that when he sent off the work, he already had *misgivings*, but until receiving the reply, still hoped for *prompt settlement*. B is wrong because we understand from the end of the paragraph that the writer didn't do as the scammers asked, and no further contact with them is mentioned. C is wrong because we understand from the end of the paragraph that the writer didn't *take the bait* – in other words, didn't do as the scammers asked.

- 35 A is the correct answer because the writer says that doing the translation represented a *milestone* in his career.

B is wrong because the writer explains how this was a learning experience – there is no suggestion of regret. C is wrong because the writer's judgement was affected by feelings of desperation linked to inexperience in a new field, not overconfidence. D is wrong because the writer says *I did translate that text, navigate different terminology challenges and stylistic decisions and it effectively cast out any lingering self-doubts. Oddly enough, it established that I was up to the challenge.*

- 36 C is the correct answer because the writer says *I realised I had to get more of grip on what working as a freelance translator entails.*

A is wrong because the writer isn't trying to justify what he did. B is wrong because although the writer now recognises and avoids scams, the steps he takes to ensure offers are real aren't described. D is wrong because the writer says that he *still wanted to believe in people*, and doesn't express concern about any change in his attitude.

Reading and Use of English Part 6

Training

1 Finding the links between paragraphs

1a

1 *this practice* refers to *decorated their skin with tattoos*; *such images* refers to *tattoos*; *this* refers to a *tendency to bleed and fade over time*.

2 The researchers behind a *more recent paper* therefore decided to try a *different technique*: laser-stimulated fluorescence (LSF).

3 It is likely to talk about how the technique is used to study ancient tattoos – perhaps giving an example?

1b

A *The researchers* hope that *it* can *still* be used to increase our knowledge of early tattoos, *however*, by studying *even older* examples in future. *This study* builds on the application of LSF to a range of archaeological targets so far, from wall paintings and mosaic floors to ceramics and glass, suggesting that it has yet more to offer the field.

B *The approach* reveals ink densities within the skin itself, making it possible to see beneath blurred or bled ink on the skin surface, thereby revealing precise tattoo markings as they once were. *The team* applied it to a set of naturally mummified remains from the Chancay culture, a pre-Columbian civilisation that existed in coastal Peru between 900 and 1533.

C *These factors* make it difficult to determine the original form of *the tattoos*, and consequently have an impact on their research potential. *Previous studies* of ancient tattoos have used *technologies such as infrared*, which can help to identify very faint tattooed lines and even reveal tattoos that are otherwise hidden, but is *less able* to eliminate ink bleed that hides the original artwork of tattoos.

1c

1 C 2 B

- 1 *These factors* refers to a *tendency of tattoo ink to bleed and fade over time* and *other natural processes after death*. *Previous studies*, the example of *infrared* and the shortcomings of this technology give us a point of reference for the first line of the next paragraph in the base text: *a more recent paper*, *therefore* and *a different technique* all refer back to this idea.
- 2 *The approach* and *it* refer to *LSF*, which is introduced in the base text before the gap. Option B goes on to provide an example of how it is used for tattoos.

1d

The Chancay people produced a variety of crafts and were particularly well known for their textiles. *The Chancay* had thriving trade relations with other cultures in the region and, like a number of other pre-Hispanic cultures in South America, *practised tattooing* as a form of body ornamentation.

As intended, the application of LSF to *their remains* revealed details of an array of tattoos. Of particular interest were a *sub-group* who were found to have incredibly fine tattoos, with lines just 0.1mm to 0.2mm wide – narrower than the width of a standard #12 modern tattoo needle (0.35mm) – perhaps made with an object like a single cactus spine or a sharpened animal bone.

The *exceptional level of artistic skill* invested in *them*, combined with the fact that *they're relatively rare* within *the study sample*, leads *the researchers* to suggest that *these tattoos* were restricted to subsets of the population such as, perhaps, particularly important members of society or those involved in specific ceremonies.

These findings offer valuable new information about the place of tattooing in pre-Columbian art and the culture of the Chancay. As part of the study, the researchers compared the tattoos to a range of Chancay art forms and found that some of the ultra-fine tattoos are more detailed than decorations on Chancay pottery, rock art, and textiles.

A Other specimens bore more amorphous or poorly defined tattoos, but LSF was still able to define the features more clearly than previously possible, by increasing the contrast between skin and ink.

B These most commonly comprise geometric designs featuring triangles, but others were also found, including several animal-like images. Each dot making up these most intricate patterns would have had to have been placed carefully by hand, requiring immense control.

C A recent study analysed a set of human remains originally unearthed in 1981 during archaeological excavations in the area of Peru in which they lived. The sample studied encompasses a range of individuals including both men and women and representing several different age groups and dates to the period 1222–1282.

D This evidence suggests that perhaps tattooing should be regarded as an art form of at least equal importance to these other crafts. The study also demonstrates the capabilities of LSF to reveal details of tattoos not possible with other methods and therefore expand the scope of analysis.

1e

1 C 2 B 3 A 4 D

- 1 *in which they lived* refers back to the Chancay in the first paragraph of the base text.
- 2 *These* refers back to the *incredibly fine tattoos* in the paragraph before the gap, further supported by *these intricate patterns* and the description of the level of skill required. In the text after the gap, *The exceptional level of artistic skill invested in them* refers back directly to this point in B.
- 3 *Other specimens* is making a contrast with the fine details of the intricate, but *rare* specimens described in the base text before the gap; *more amorphous* and *poorly defined* further supports this contrast.
- 4 *This evidence* refers to what the researchers found when they compared the tattoos to *a range of Chancay art forms*; the phrase *these other crafts* in option D refers back to these art forms.

Exam practice

37 B 38 D 39 A 40 E 41 H 42 G 43 F

- 37 B is the correct option because the phrase *these efforts* in option B refers back to the idea in the text before the gap that the mega-wealthy are attempting to find *the secret to longer life*. The words *that trend* in the next sentence refer back to the idea in the text before the gap that *life expectancy has been on the increase*. The phrase *such a reversal* in the text after the gap is referring to evidence of an *about-turn* in that trend, which is mentioned in option B.
- 38 D is the correct option because in the first sentence after the gap, the writer uses the phrase *that isn't such a daunting prospect*, which refers to the phrase *maintaining an acceptable quality of life could represent more of a challenge* in option D.
- 39 A is the correct option because in the first sentence after the gap, the writer uses the phrase *In other words*, suggesting that an idea the previous paragraph is being developed further – in this case, the idea that most of the factors affecting longevity are *out of the individual's control*. The phrase *all those fads* in option A refers back to the list of dietary and exercise regimes in the text before the gap.

- 40 E is the correct option because the first sentence after the gap includes the word *elsewhere*, which is setting up a contrast to the countries and regions mentioned in option E. The words *The outcome* in the text after the gap refer to the analysis of *behaviour* mentioned at the end of option E.
- 41 H is the correct option because the pronouns *them* and *there* in option H refer back to *the places studied* in the text before the gap. In the text after the gap, the phrase *a case in point* is setting up an example of the argument made about public policy and cultural norms in option H.
- 42 G is the correct option because the phrase *this disparity* in option G refers to the marked difference in sales of self-help books in the two countries that is mentioned in the text before the gap.
- 43 F is the correct option because the first sentence after the gap begins with the phrase *What this means in practice*, which is a reference to the idea of *collective responsibility* in option F. The words *Given that* at the start of option F are referring to the idea that most people are dependent on *societal factors* in the text before the gap.

Reading and Use of English Part 7

Training

1 Focus on what the writer is doing

1a

- 1 For a start, you can make sure you haven't misheard what the person said by checking your understanding in a diplomatic way [...] then ask yourself if you're in possession of all the facts yourself – might you be misremembering something? (A)
One thing to avoid is causing embarrassment by seeming to take up a judgemental stance, as this may lead the person to become defensive and uncooperative. (B)
In a group setting, consider raising the issue discreetly after the event. (B)
But it's crucial to use non-judgemental and blame-free expressions when discussing the inaccuracy – talk about the fact itself, never the person – and avoid the word 'you' at all costs. (C)
so think about how you'd like that to be approached and treat others accordingly. (D)
- 2 Remember that tact is paramount, however, as nobody enjoys being corrected. (B)
The key thing to keep sight of is that nobody's infallible. (D)
- 3 In public, there's always a danger that others might perceive the exchange differently to you and think you have something to gain from raising the issue. (B)
- 4 The main thing to bear in mind is that everyone feels awkward if someone has made a mistake. You won't be the first to worry that pointing out the error might cause upset or appear rude or unkind – so don't give yourself a hard time about it. (A)
Whilst it's important to approach the situation with kindness, try not to worry unduly. (C)
- 5 It's also important to check in with yourself and consider what your motivation behind wanting to say something really is. (D)

1b

1 C 2 B 3 B 4 C 5 A 6 D 7 A 8 D 9 A 10 B

- 1 *avoid the word 'you' at all costs*
- 2 *there are ways of making it a constructive conversation and even an opportunity for learning on both sides.*
- 3 *One thing to avoid is causing embarrassment by seeming to take up a judgemental stance, as this may lead the person to become defensive and uncooperative.*

- 4 *they might feel worse in the long run if your reluctance to correct them leads to even greater problems down the line.*
- 5 *The main thing to bear in mind is that everyone feels awkward if someone has made a mistake. You won't be the first to worry that pointing out the error might cause upset or appear rude or unkind – so don't give yourself a hard time about it.*
- 6 *The day will also come when you're on the receiving end of a query or correction following a slip, so think about how you'd like that to be approached and treat others accordingly.*
- 7 *If the error is repeated, then ask yourself if you're in possession of all the facts yourself – might you be misremembering something?*
- 8 *The key thing to keep sight of is that nobody's infallible. Anyone can have an off-day or be burdened with life worries that distract their attention*
- 9 *For a start, you can make sure that you haven't misheard what the person said by checking your understanding in a diplomatic way*
- 10 *there's always a danger that others might perceive the exchange differently to you and think you have something to gain from raising the issue.*

Exam practice

44 A 45 C 46 A 47 D 48 B 49 D 50 C 51 B 52 D 53 A

- 44 A is the correct option because the text says *You'll hear voices saying the opposite, of course – that you risk the conversation seeming forced and overly scripted – but thinking about topics you might introduce doesn't mean you're obliged to keep on script once things are underway.*
- 45 C is the correct option because the text says *Sometimes [boomeranging is] a thinly veiled way of avoiding giving a response, but more often it's because people are wary of going on too much about themselves or the family in case they seem to be bragging.*
- 46 A is the correct option because the text says *you'll have something up your sleeve for those awkward moments when the conversation flags or goes in a direction you'd rather avoid for fear of disagreements.*
- 47 D is the correct option because the text says *Even unfunny jokes can go down well, it seems – it's more the ability to read the room that's appreciated. But seeking to emulate stand-up comedians could backfire on you. Stand-up artists have rehearsed and honed their routines endlessly, but it's hardly a conversation.*
- 48 B is the correct option because the text says *Long mutual pauses, uncomfortable laughter and going over the same ground are all things that should ring alarm bells.*
- 49 D is the correct option because the text says *Studies have probed why we look up to anyone who has a command of certain conversational skills, citing the person in a group conversation who can land even one appropriate joke.*
- 50 C is the correct option because the text says *Sharing your own perspective is important. It's OK at some point to bring the conversation back to yourself, but doing it too soon makes your partner feel like their input is being disregarded.*
- 51 B is the correct option because the text says *To counter this, grab any opportunity to introduce something that moves things on, whilst being careful to avoid a sudden shift of focus that could interrupt the flow.*

- 52 D is the correct option because the text says *Levity is the antidote – any small moments of sparkle or fizz can pull us back in and make us feel engaged with each other again.*
- 53 A This is the correct option because the text says *invite others to share what's in their mind. Gently eliciting this can springboard us away from shallow talk into something more generative and potentially worthwhile.*

Writing Part 1 (essay)

Training

1 How your writing is assessed

1a

1 Language 2 Content 3 Communicative achievement
4 Organisation 5 Communicative achievement 6 Content
7 Language 8 Organisation

1b

- 1 José needs to read the question very thoroughly. He must pay careful attention to what the task is asking candidates to do and make sure that what he writes is relevant and deals with every aspect of the question.
- 2 Magdalena should bear in mind the need to demonstrate a range of language, so she should ensure she uses a variety of structures and vocabulary. She also needs to allow enough time to check her work to make sure she has not made careless mistakes.
- 3 Ahmed could spend more time planning how he to organise his piece of writing. He needs to make sure he writes in clear paragraphs, each with a distinct theme.
- 4 Suzanna needs to make sure she writes in an appropriate style for the task type. An essay should not be written in a very colloquial style, for example.

2 Reading the task

2a

They are both about special places that have the ability to change a person's mood.

2b

Happy Valley: A peaceful spot in nature is often the kind of place where people feel most content.
People like to visualise themselves in this kind of happy place when they are under stress.

Arrivals and departures: Busy railway stations can conjure up memories.
Stations hold the potential for future adventures.

3 Planning your answer

3a

There is no right answer here. It is purely a matter of personal choice.

3b

Students' own answers

4 Useful language Paraphrasing vocabulary

Suggested answers

- 1 where I feel at peace, where I experience total contentment, my sweet spot
- 2 places like these, settings of this kind, this sort of location
- 3 when life becomes stressful, at times of trouble

- 4 significantly less daunting, considerably less alarming, much more manageable
- 5 bring back images, make me think of, remind me of
- 6 been to on my own, visited by myself, spent time in with only myself for company
- 7 influence our future, have an impact on our destiny, change the course of our existence
- 8 long for something thrilling to happen, yearn for new experiences, want something new and exhilarating in my life

5 Useful language Paraphrasing sentences

Suggested answers

- 1 The first text describes a remote valley where the writer always experiences a deep sense of contentment.
- 2 The writer finds a particular pleasure in being in this place because he is completely alone there.
The sounds he can hear around him are those of the natural world rather than those of other people.
- 3 Whenever the stresses of his everyday life threaten to overpower him, the writer travels in his mind to this beloved valley, and as a result he instantly feels at peace with the world again.
- 4 The second text focuses on a very different location, as it deals with a busy railway station. The arrivals and departure boards are highly evocative for the writer, as they bring back fond memories of meetings with loved ones and setting off on journeys towards fresh adventures.
- 5 Stations are exhilarating places to be, since they hold the promise of journeys into the unknown, with the wealth of new friendships and potential experiences that that may offer. That is why the writer chooses to picture himself at a station when he is feeling suffocated by the mundane realities of his everyday life.

Exam practice

Sample answer

The two texts discuss various issues relating to celebrity. The first one points out that people attain celebrity status in different ways. Whether through hereditary privilege as in royalty, through talent in acting or sports, or even through a random viral video, the pathways to celebrity are varied and often unpredictable. However it is acquired, celebrity status brings disadvantages as well as advantages.

One key issue is why individuals aspire to celebrity, especially when the downsides – such as loss of privacy – are so evident. The allure of fame can be intoxicating: the thrill of recognition, the perks of exclusive treatment and a sense of influence. However, this raises the question of whether these fleeting pleasures truly compensate for the personal sacrifices involved. The trolling and invasive public scrutiny that accompany celebrity status suggest a darker side to the glittering façade of fame.

Furthermore, the rise of individuals who are 'famous for being famous' challenges traditional notions of meritocracy. The public's fascination with these personalities, who are in fact often devoid of any discernible talent, speaks to a shift in cultural values. It raises critical questions about the criteria for fame and is particularly concerning when children express aspirations to emulate such celebrities, often diverting them from pursuing more meaningful goals.

The texts also highlight the cultural implications of these dynamics. The idealisation of fame, especially among younger generations, may encourage a superficial understanding of success. The presence of aspirational figures that lack depth can lead to a world where worth is measured by visibility rather than substance. This challenges educators and parents to guide children toward more rewarding ambitions, prioritising such things as skills, integrity and genuine contributions to society.

Writing Part 2

Training

1 Who are you writing for?

1a

- 1 The college magazine article can assume that the readers already know which area you are talking about, so much less needs to be explained about what the opportunities are. The international article has to spell things out a bit more for its readers. The article for fellow students may be more informal and colloquial in its style.
- 2 The letter to a college magazine has to make it clear what the plans consist of, as the student readership may not already be aware of this. There is no need to be tactful and you can be quite blunt when giving your opinion of the plans. The language used may be less formal than in the letter to the committee, and the paragraph structure may be looser. The letter to the council planning committee does not need to go into detail about the plans, as the readers will already have this information. However, it has to state and justify the reasons for your disapproval clearly. If the letter becomes too rude, then it is unlikely to receive the consideration it deserves.
- 3 The report for the organisers is likely to be more formally organised, with a clear structure. It can be assumed that they know what the course consisted of and so there is no need to go into detail about that. It is likely that the report will focus on the more academic aspects of the experience and may well finish with a couple of recommendations for future improvements. The report for the college newsletter will use less formal language and it will need to describe the nature of the course a little more. It may also discuss more frivolous aspects of the experience, such as the social life.
- 4 With the review for a class magazine, you know exactly who will be reading the review and so you can refer to knowledge that you all share. The in-flight magazine, on the other hand, may be read by people of widely varying nationalities, ages and backgrounds, so no assumptions can be made about their cultural knowledge and experience.

1b

- 1 T 2 T 3 T 4 F (You need to give the reader a clear sense of whether they would be likely to enjoy the film or book or not, but giving them too much information about the plot (especially its ending) might spoil it for them.)

Writing Part 2 (report)

Training

1 Use of headings

1a

- A 3, 5
- B 2, 4, 6, 7, 8, 9, 10, 12
- C 1, 11

Although the answers suggested above are the most likely places for these headings, some reports might use *Historical context* at the beginning and *Future plans* at the end, for example.

1b

Suggested answers

- 1 Introduction, Background information, Evaluation of trip, Value of college trips
- 2 Background to the problem, Measures taken, Evaluation of alternative approaches
- 3 Introduction, Popularity of facilities, Priorities for investment, Future role of sports in curriculum

2 Useful language Effective use of connectors

2a

- 1 They express a time sequence, the order in which things happened.
- 2 They add more information about the same topic.
- 3 They list a set of reasons.
- 4 They express an idea of contrast.
- 5 They introduce an alternative way of expressing an idea.
- 6 They lead to a conclusion from what has gone before.
- 7 They present an example.
- 8 They introduce the idea of something happening as a result of something else.
- 9 They indicate the writer's attitude to what is being described.

2b

- 1a This suggests the town has been waiting for its own cinema for long time.
b This suggests that the town lacks many other facilities.
c This must follow other sentences commenting on other attractions or advantages the town has.
- 2a This is the first of a list of reasons, e.g. as to why the town became rich.
b This is describing something that happened at the beginning. The implication is that this situation is no longer the case.
- 3a This means that the town would be a convenient place for me personally to live in.
b This means that I am worried that the town may not be a convenient place to live.
- 4a This means that I think that it has few opportunities – opportunities in general rather than specifically for me.
b This means that the town offers few opportunities for me personally.
- 5a *Moreover* means 'in addition'. This sentence must follow some other point that has been made about the town's facilities, e.g. *The town enjoys an excellent bus service.*
b *Therefore* expresses a consequence. The preceding sentence must be something like: *Historically, the town was served by two rival railway companies.*
c *However* expresses an idea of contrast. The preceding sentence must be something like: *There is no bus station in the town.*

2c

Suggested answers

- 1 The geography trip had three main aims. Firstly, it was hoped we would improve our map-reading skills.
- 2 Our accommodation on the trip was in a hut ten miles from the nearest village. Surprisingly, it was very well equipped, with excellent Wi-Fi.
- 3 On the whole, students derive considerable benefits from college trips. However, they need to be very thoroughly planned.
- 4 Traffic congestion in the town was on the verge of gridlock every rush hour. Therefore, the council had no choice but to take drastic action.
- 5 The train station in the city centre has been recently modernised. The bus station, on the other hand, has not changed in 40 years.
- 6 The town is considering introducing a congestion charge. In other words, everyone driving into the town will have to pay a fee.
- 7 The café on the college campus closes very early every day. Moreover, it only offers a very limited selection of snacks.
- 8 The college admits two thousand more students now than it did ten years ago. Consequently, demand for its sports facilities has considerably increased.
- 9 Since enrolling at this university, many students have attempted to get involved in several different sports clubs. At first, they tend to go for sports they have not previously attempted.

Exam practice

Sample answer

REPORT ON SOCIAL-MEDIA USE AMONG YOUTH

Social media has become an integral part of daily life for many young people in my country. I have witnessed first-hand its rapid evolution and its influence on our generation. This report aims to discuss current social-media use by my peers.

Current use

Today, platforms that enable users to share photos and videos dominate the social-media landscape. According to recent surveys, approximately 90% of those aged 16–24 use social media regularly, taking advantage of various platforms that allow them to share visuals and engage with trends. Furthermore, these platforms serve as important tools for communication, self-expression and even activism.

Attitudes towards social media

The majority of young people are optimistic about the potential of social media, believing it to provide an avenue for creativity. Many adolescents use online platforms to showcase their talents, and they also feel positive about the way that social media fosters a sense of community, building friendships and support networks that might not be possible in face-to-face environments. Moreover, it can be a powerful tool for social change, helping youth to mobilise around causes they care about.

However, young people's general optimism does not mean that they ignore the negative aspects of social media. They are aware of the pressure to present a perfect image online, potentially leading to issues like anxiety and low self-esteem. Cyberbullying is another concern. Additionally, the spread of misinformation can distort understanding of the world. Although these downsides are worrying, most users feel confident that they are resilient enough to handle them.

Future changes in social-media use

Looking ahead, I believe the use of social media among my generation will continue to evolve. As technology advances, we may see the rise of new platforms that prioritise authenticity and mental well-being. Furthermore, emerging trends such as virtual reality could change how we interact online, making our experiences more immersive and engaging.

Writing Part 2 (article)

Training

1 Engaging the reader

1a

Suggested answers

- 1 What's the best way to make it to the top of your chosen profession? That's something we'd all welcome some insights into.
- 2 I often thank my lucky stars that I decided to become a data analyst.
- 3 You can never be sure what you might find if you start digging up your garden!
- 4 Imagine sitting under a palm tree on a deserted, sandy beach with a new novel by your favourite author in one hand and a long cool glass of watermelon juice in the other.

1b

Students' own answers

2 Coming to a strong conclusion

2a

1 You *make a decision* in English (not *do a decision*), and the correct idiom is *on the spur of the moment*. You have an example of this collocation in the question itself, so making this mistake would make a particularly bad impression on the examiner.

2 Telling the reader you found the topic challenging will not make them feel well disposed to your work. Of course, it's fine to invent a situation, but it loses its impact if you let it be known that you did so.

3 Although engaging the reader by posing a question can be a useful approach, the indecisiveness of the response makes it feel weak. There is also a language error – the noun from *choose* is *choice*.

4 Even if you run out of time, try to write a brief conclusion, even if it's just one sentence. (Note also the language error: *time to stop writing*.)

5 There is nothing incorrect in terms of language, but it's a weak ending, and the vocabulary and grammar are very basic. Try to use more advanced words and structures (e.g. *Making the decision was challenging, but everyone was satisfied with the final outcome*.).

2b

1 strong, vague 2 rounds off 3 sum up 4 carefully, accurate

5 interesting, collocations

Exam practice

Sample answer

Crafting the perfect present in a changing world

In an era when experiences often outweigh material possessions, finding the perfect gift can be a challenge. The process requires a delicate balance of thoughtfulness, personalisation and an understanding of the recipient's desires. When I set out to find a present for my best friend's birthday, I quickly realised that several factors needed consideration: her interests, the occasion and the evolving norms of gift-giving in contemporary society. This journey turned into more than just a shopping trip; it became an exploration of what it truly signifies to give a meaningful gift.

Understanding the recipient is crucial when selecting a present. Consideration of their hobbies, passions and even their current life situation can guide you towards a gift that resonates on a personal level. For instance, my friend had recently taken up painting, so I decided to curate a gift that would support her newfound passion. I gathered high-quality paint supplies and included a handwritten note with some encouraging words. This thoughtful approach not only enhanced the gift's significance but also demonstrated my genuine interest in her pursuits. Moreover, the culture of gift-giving is evolving. In a world increasingly focused on sustainability and minimalism, many people are shifting away from material gifts in favour of experiences that create lasting memories. Activities like cooking classes, concert tickets or even a weekend getaway are becoming more popular, as they foster deeper connections. This trend challenges the traditional notion of gift-giving, promoting the idea that shared experiences can be more valuable than physical items. In conclusion, the perfect present is not just about the item itself but the thought and intention behind it. As we navigate this minefield, it's essential to remain mindful of the recipient's individuality and the significance of shared moments. By embracing the art of thoughtfulness, we can ensure that our gifts bring true joy, forging connections that go beyond mere consumerism.

Writing Part 2 (review)

1 Planning an appropriate answer

1a

Students' own answers

1b

Students' own answers

2 Giving opinions

2a

Positive: engrossing, captivating, exhilarating, sensitive, impressive
Negative: self-indulgent, tedious, irritating, ludicrous, grotesque

2b

1 deeply 2 wildly 3 bitterly 4 eagerly 5 richly
6 excruciatingly 7 pleasantly 8 highly

Exam practice

Sample answer

Study for Success lives up to its name

Study for Success is an invaluable resource. It came highly recommended to me from my tutor, as he realised I needed to improve my study skills. I must say it appealed to me from the first click. The layout is exceptionally user friendly, making it easy to navigate through a wide range of engaging articles, interactive quizzes and helpful videos. Each section is meticulously organised, allowing students to quickly find information tailored to their specific needs. I particularly benefited from the comprehensive guides on time management and effective note-taking strategies, which, after only a couple of months, have significantly improved my academic performance.

One notable feature is the community forum where students can exchange tips and seek advice. This collaborative aspect fosters a sense of camaraderie among users, creating a supportive environment that is often lacking in traditional textbooks. I've really enjoyed the chance to chat online to students all over the world. However, I believe one improvement could be the addition of a personalised study-planner tool. Such a feature would allow students to set goals and track their progress, making the website even more effective in promoting self-directed learning.

In comparing the website to conventional textbooks, the digital format offers a dynamic and interactive experience that textbooks simply cannot match. Websites are able to present information in varied formats – videos, infographics and interactive exercises – catering to diverse learning styles. This adaptability enhances understanding and retention in ways that static text cannot achieve. Overall, this study-skills website has greatly enriched my learning experience, providing essential strategies that have empowered me to study more effectively. I have no hesitation in recommending it to any student who is keen to learn more efficiently.

Listening Part 1

Training

1 Preparing to listen

Suggested answer

From the questions and the answer options, we can tell that the recording is a dialogue (*two friends*) and that it is about a building project (*house building project*). We know the woman is going to speak about her feelings (*How does the woman feel ...?*), and from the options, we know there might be a problem. From the second question and options, we know that the woman will talk about the schedule in a negative way

2 Different types of paraphrase

2a

Suggested answers

1 keep one's chin up, make the best of it
2 was in despair, gave up on, lost confidence in
3 worried (sick), uneasy about, weighing on one's mind
4 the people down the road, next door, locals

- 5 builders, contractors, tradespeople
6 hopes, beliefs, assumptions
7 not make it in time, behind schedule, overdue, didn't make the cut-off

2b

- 1 A (I'm doing my best to look on the bright side)
2 B (they're scrambling to catch up)

Exam practice

1 A 2 B 3 C 4 A 5 B 6 A

Listening Part 2

Training

1 Focus on meaning and context

1a

- 1 The recording is about cold-water swimming. This is in the title and instructions.
2 The first three questions focus on Chris's personal experience.
3 Questions 4 and 5 deal with more general themes.

1b

Suggested answers

- 2 Chris believes the most underestimated element of swimming in cold water is the _____. (What / (Chris believe) / most underestimated?)
3 On his New Year's Day swim, Chris came across a _____ in the water. (What / Chris find / water / New Year's Day?)
4 Most people cite the _____ as the most significant benefit of cold-water swimming. (What / people say / benefit?)
5 It is believed that cold-water swimming can significantly improve our ability to deal with _____. (What / believe / improve?)

1c

1 C 2 E 3 D 4 A 5 B

2 Reading around the gaps

2a

The following could all possibly go in the space: *bottle, fisherman, jellyfish, plastic bag.*

2b

I remember one cold-water swim that stuck out. It was over New Year's Day ... now, encountering some kind of marine life is all part and parcel of swimming in seas, and I'm no stranger to the odd jellyfish, but imagine my surprise when a dolphin flipped out from the water just metres away, as they're normally pack creatures. When I bumped into a fisherman when I got back into shore, I told him about it.

The correct option is *dolphin*. *Stranger* is wrong because it refers to a person and Chris does not mention anyone until he meets a fisherman later. *Jellyfish* is wrong because he mentions this as an animal that he often comes across when swimming, not one that surprised him. *Surprise* is wrong because you cannot come across a surprise. *Fisherman* is wrong because he met the fisherman later, not in the water.

Exam practice

- 7 physical 8 obstacles 9 meditative state 10 qualifying swim
11 (goose) fat 12 contrast baths 13 waves 14 support swimmer
15 grit

Listening Part 3

Training

1 Following the recording

B

2 Focusing on the questions and options

2a

- 2 Eva (P) claims that nowadays (F), ancient DNA is especially key (F) in ...
3 Steven (P) got his start (F) in the field of genetics (F) when ...
4 How does Eva feel (P) about Steven's research (F) into medieval disease (F)?
5 Eva predicts (P) that ancient DNA will soon uncover (F) further information (F) about ...

2b

- C is a complete match.
A was underestimated by many researchers in the field. (The paraphrase says *a handful of*.)
B necessitated the development of strict lab protocols. (There is no mention of necessitating in the paraphrase. The indication is that lab protocol development was a natural process.)
D gave rise to some scepticism of the field's validity. (In the paraphrase, scepticism is about whether issues can be overcome, and not the field's validity.)

Exam practice

16 A 17 D 18 B 19 B 20 C

Listening Part 4

Training

1 Dealing with multiple options

- Task One: the reason each speaker gives for going on this type of holiday
Task Two: what each speaker recommends when planning an activity holiday

2 Part 4 strategy

2a

Speaker 1: 1 B 2 G

2b

Speaker 2: 1 D 2 F

2c

Students' own answers

3 Distractors

- Speaker 1:** Last winter / Mastering the fundamental skills wasn't as complicated as I'd expected / from the region
Speaker 2: there's a lot of specialist equipment involved / pushed us to our limits

Exam practice

21 H 22 F 23 C 24 G 25 E 26 E 27 G 28 A 29 D 30 C

Speaking Part 1

Training

1 Understanding the assessment criteria

1a

Students' own answers

1b

All the elements are mentioned.

1c

1 Lexical Resource 2 Pronunciation 3 Discourse Management
4 Interactive Communication 5 Grammatical Resource

2 Focus on Discourse Management Giving an appropriately extended response

2a

Gio A, D Vera A, C Jermaine A, B, D

2b

Students' own answers

2c

Suggested answers

- 1 Say what you use the internet for, when or where you use it.
- 2 Say what is interesting about the people at your work / where you study.
- 3 Say why you need it for university and how this motivates you, or give another reason.
- 4 Say why should they visit this place, what can they do there, how do they get there.

2d

Students' own answers

Exam practice

Students' own answers

Speaking Part 2

Training

1 Focus on Interactive Communication Developing a discussion

1a

C and E
Do they listen to each other? Yes
How do you know? They acknowledge each other's points.
Chen builds on Dino's points and they respond to each other's questions.

1b

1 b 2 a 3 c

1c

See Exercise 1d

1d

Develops the discussion by adding new ideas:

Dino: Well, here's a contrast, then – look at this one ...

Chen: Yeah, definitely. I use one myself. But ...

Asks questions to broaden the discussion

Chen: Do you think this image could create pressure?

Maybe it doesn't send the clearest message?

Might it not make the book look too serious?

Refers to things the other said earlier in the discussion

Dino: Dino usually responds appropriately, but at times he is a bit abrupt, e.g. he says *Mmm* and *Maybe* in response to a question from Chen, then immediately changes the subject.

Chen: Going back to what you said about ...

Guides the conversation towards making a decision

Chen: Let's recap.

Shall we go with this one?

2 Useful language Developing the discussion

2a

Developing the discussion

Looking at this another way ...

Should we also consider...?

Referring to what others said earlier

I liked what you said about ... Going back to what you said about ...

Negotiating towards a decision

So, shall we go with this one?

Let's recap.

2b

Students' own answers

Exam practice

Students' own answers

Speaking Part 3

Training

1 Focus on Grammatical Resource and Lexical Resource

1a

Things to do: Show what you can do – use a variety of language; Be accurate; Take risks with more difficult and precise vocabulary and grammar; Read, listen and watch a lot in English; Notice and note down new language and practise using it.

Things to avoid: Panicking if you make a mistake; Playing it safe.

1b–1c

Students' own answers

1d

1 a wide range of 2 uses 3 no 4 mostly quite simple
5 doesn't use 6 no

1e

The performance for Bilal and Aisha is suggested as follows:

Bilal: Grammatical Resource 4 Lexical Resource 2

Aisha: Grammatical Resource 2 Lexical Resource 4

Range and complexity (not only accuracy is important). Accuracy is important, but students need to demonstrate a wide range of structures to score highly. Speaking marks are awarded for candidate performance in all areas of the exam.

Note that 4 is above the standard Band 3 for C2, and 2 is below it.

2 Useful language Complex language

2a

Participle clauses: 4 Inversion: 6 Conditionals: 3
Multi-word verbs: 2 Relative clauses: 5 Idioms: 1

2b–2c

See audioscript for Exercise 2c on page 214.

2d

Suggested answers

- 1 & 3 How much is the future of our world under threat?
- 2 What is the role of parents and teachers in readying children for the future?
- 4 How can young people be encouraged to live a healthier lifestyle?
- 5 To what extent is sustainable transport a viable solution to the problem of climate change?
- 6 Global communication is easier than ever before. What are the advantages and disadvantages of being able to communicate with a global audience online?
- 7 How important is language learning in the age of accessible online translation?

2e–2f

Students' own answers

Exam practice

Students' own answers

Test 2

Reading and Use of English Part 1

Training

Review

- 1 No, sometimes whole phrasal verbs, e.g. *turn out*, may be gapped, or whole adverbial expressions, e.g. *in spite of*.
- 2 No, they can be any part of speech – adverbs and adjectives are quite often gapped.
- 3 Yes, the other options don't fit the gap.
- 4 No, you should always give only one answer.
- 5 Yes, they are.
- 6 Yes, this is the best way to approach the task – make sure you understand the meaning of the text and the arguments being developed by the writer. Keep reading to make sure your answers make complete sense in the overall context.

1 Useful language Identifying complementation: prepositions

1a

1 C 2 A 3 B 4 C 5 D 6 B

1b

- 1 A no preposition B abide by D adhere to
- 2 B no preposition C no preposition D no preposition
- 3 A refer to C no preposition D resort to (NB Only B collocates with *heavily* to create clear meaning.)
- 4 A expect (everyone) to B suggest that (everyone) checks, D instruct (everyone) to check
- 5 A arrested for B punished for D blamed for
- 6 A no preposition (*caused a number of roads to be*) C led to D no preposition (*meant that a number of roads were*)

2 Useful language Choosing the right word in fixed phrases

- 1 come 2 stay 3 loop 4 where 5 finger 6 gently
- 7 Far 8 brave

Exam practice

1 B 2 A 3 A 4 D 5 B 6 C 7 A

- 1 *Solely* is the only adverb in options A–D which can take the preposition *for* when used with the meaning 'only' in this type of contrastive phrase, e.g. *not only x but y*.
- 2 *Line of defence* is an idiomatic phrase. The other nouns in options A–D can't be used in this phrase.
- 3 *In preference to* is a fixed phrase. To express similar ideas, the other nouns A–D would need another structure, e.g. *in advance of*, *in favour of*, *as an alternative to*.
- 4 This adverbial phrase is used to give an example when combined with *in the case of*. The other options A–D are used to introduce other ideas.
- 5 *To speed up* is a phrasal verb – the other options A–D are words with a similar meaning to *speed*, but they don't combine with *up* to form a phrasal verb.
- 6 The other options aren't followed by the preposition *by*.
- 7 *The extent to which* is a fixed phrase. The other options could be used in similar phrases, but wouldn't make sense in this context.
- 8 *Gap in the evidence* is a common collocation. The other options don't collocate with *evidence* to express this idea.

Reading and Use of English Part 2

Training

Review

- 1 Not directly – this task is mainly focused on your knowledge of grammar and sentence structure.
- 2 The missing words are mostly grammatical words and might include some of the following: prepositions (e.g. *for*, *of*), articles and partitives (e.g. *the*, *some*), determiners (e.g. *this*, *those*), relative pronouns, (e.g. *that*, *who*), parts of verbs (e.g. *being*, *having*), modals (e.g. *can*, *ought*), conjunctions (e.g. *despite*, *whilst*), one part of a phrasal verb (e.g. *come + up* or *with*), one part of set phrases (e.g. *apart* or *from*).
- 3 No, you should always write words out in full in this task and gaps are single words – not contracted forms.
- 4 Yes
- 5 You should just write one word.
- 6 Yes – spelling must be correct, but both UK and US varieties are accepted.

1 Useful language Relative pronouns

1 whom 2 whose 3 which 4 which 5 where 6 whose
7 where 8 which 9 whose 10 whom

2 Useful language Phrasal verbs and set phrases

1 means 2 enough 3 go 4 all 5 after 6 in 7 back 8 against

3 Choosing the correct word

1 in 2 as 3 by 4 what 5 to 6 however 7 but

- 1 *Each one in turn* is a fixed expression. *One by one* is a similar expression which uses the preposition *by*.
- 2 *As* is linking the two ideas to show that one is happening at the same time as the other. *Given* would be used in a phrase that explained why it happened.
- 3 The verb *to follow* takes the preposition *by*. *Follow up* is a phrasal verb with a different meaning. You need to read on in the sentence to be sure that a verb + preposition is needed here rather than a phrasal verb.
- 4 *What is* is a linking expression that is being used to help define something. *That is* doesn't make sense here if you read the rest of the sentence.
- 5 *Linking* earlier in the sentence takes the preposition *to*. In this sentence, we have the expression *linking x to y*.
- 6 The writer is continuing the argument that began in the previous sentence with the phrase *For one thing*. *What's more, however* is being used here to give another, more significant, piece of research.
- 7 The writer uses *but in some cases* to contrast with *mostly* earlier in the sentence. *Moreover*, which is used to introduce a new point, wouldn't make sense here.

Exam practice

9 whose 10 none 11 which 12 in 13 if 14 thanks/due/owing
15 all 16 case

Reading and Use of English Part 3

Training

Review

- 1 You usually have to make a number of changes, but this may include spelling changes, as well as adding prefixes and suffixes.
- 2 Yes, this is possible, e.g. *HAPPY* to *UNHAPPILY*.
- 3 No – the word always needs changing.
- 4 There is no rule about this – and not all prefixes are negative, e.g. *ORDINARY* to *EXTRAORDINARY*.
- 5 Yes, you may have to make compound words, e.g. *COME* to *OUTCOME*, *GO* to *UNDERGO*.
- 6 No, you should always give one answer, which needs to be correctly spelled.

1 Useful language Identifying the type of word that is missing

1a–1b

- 1 verb form = regarded 2 adjective = emotional 3 verb = fulfilling
- 4 abstract noun = independence 5 adverb = wholly
- 6 adverb = surprisingly 7 singular noun = contribution
- 8 abstract noun = absence 9 adjective = social
- 10 verb form = reinforced

2 Useful language Checking the spelling of words

- 1 maintenance 2 definitely 3 responsible 4 readable
- 5 questionnaire 6 preceded 7 aggressively 8 changeable
- 9 disastrous 10 consciousness

Exam practice

- 17 excessive 18 outweighed 19 networks 20 widespread
- 21 overshadowed 22 regardless 23 unfiltered 24 effectively

Reading and Use of English Part 4

Training

Review

- 1 It tests knowledge of both grammar and vocabulary.
- 2 The meaning of the two sentences should be the same – in other words, the same idea is expressed by using different language.
- 3 No, the key word has to be used exactly in the form given.
- 4 You can use them if you want, but remember that they count as two words.
- 5 A possessive form of a noun is one word.
- 6 If your answer is too long, look at it again and check. Have you introduced ideas that weren't in the original sentence? Have you included ideas in your answer that are already in another part of the sentence?

1 Useful language Negative inversion

- 1 standing on a chair could 2 no circumstances should
- 3 should the reception desk be (left) 4 how hard he tried
- 5 her friends said managed

2 Useful language Gerund and infinitive

- A 1 Gareth didn't intend **to go** to the party.
2 Gareth had no intention **of going** to the party.
3 It wasn't Gareth's intention **to go** to the party.
- B 1 A wearable device sets out **to monitor** aspects of your health.
2 A wearable device is one way **to monitor / of monitoring** aspects of your health. (both possible)
3 A wearable device gives you the chance **to monitor** aspects of your health.
- C 1 The scientists delayed **publishing** their findings until they had more data.
2 The delay **in publishing** the scientists' findings was due to insufficient data.
- D 1 Jan can't recall **receiving** a letter from the company.
2 Jan has no recollection **of receiving** a letter from the company.
- E 1 You risk **losing** your electricity supply if you fail to pay your bill.
2 Failure to pay your bill puts you at risk **of losing** your electricity supply.
- F 1 Penny recommends **going** to the gym twice a week.
2 Penny's recommendation is **to go** to the gym twice a week.

Exam practice

- 25 crosses the finishing line first | is not/isn't necessarily
26 is/should be cancelled | ticket holders are/will/would be entitled
27 advised against | signing the contract
28 how hard he tried, | Paul did not/didn't succeed
29 took great pride | in/from her
30 was in two minds | about whether | as to whether

Reading and Use of English Part 5

Training

Review

- 1 Yes, most of them do. Sometimes the last question is a global question that asks you to look back at the text as a whole – usually to identify the writer's overall attitude, tone, etc.
- 2 The question stems may use the same words as the text, and these can help you locate the information. But the A–D options generally express the ideas using words that report and summarise the ideas in the text, rather than using the same words.
- 3 No. It's always best to read in detail with a purpose – in other words, knowing what question you are trying to answer as you read.
- 4 Read the question stem in detail and make sure you understand the question you are being asked about the text. It's best to find your own answer to that question before you read the options.
- 5 Not always. Some questions will focus on short sections of text, but to answer others, you will need to read longer sections and think about the development of ideas in the paragraph.

1 Useful language Understanding attitudes and feelings

1a

- 1 sceptical 2 hostile 3 appreciative 4 judgmental 5 indignant
6 indecisive

1b

- 1 B 2 C 3 B

1c

Students' own answers

Exam practice

- 31 B 32 A 33 C 34 B 35 D 36 B

- 31 B is the correct option because this sums up the writer's main argument in the whole paragraph which links the growing interest in genealogy 'fuelled by the development of databases and other sophisticated digital tools' with the idea that genealogy has become 'big business.' In the last sentence, the writer gives an example of recent financial developments to support and highlight this point.
- A is wrong because although the image of genealogy has changed, this has been the result of technological developments. The writer doesn't suggest that this was the aim of business interests, but rather that they responded to the opportunity it provided.
- C is wrong because although the writer mentions the high level of interest in genealogy and therefore demand for the relevant research tools, there is no suggestion that business interests have struggled to meet this demand.

D is wrong because although we read that the USA is the main market for genealogy testing, the writer doesn't highlight the reasons why this should be the case or discuss whether other markets have been targeted by business interests.

- 32 A is the correct option because the writer says that 'it effectively still served to separate people according to status, with those descended from elite European colonial families using it to justify and underscore their social rank.'
- B is wrong because although the writer talks about how the research was popular amongst certain groups, there is no suggestion that those in other groups were actively discouraged.
- C is wrong because the writer stresses how families used it to 'justify and underscore' their social status, there is no suggestion that this status was trying to create a false impression.
- D is wrong because the writer mentions how both elite and more humble families developed an interest in genealogy.

- 33 C is the correct option because the writer explains that many people there 'search out of a sense of rootlessness. Time and assimilation have stripped families of the customs, language and cuisine of their ancestral homelands and even where those might be has often become hazy in the mists of time.'
- A is wrong because although the writer describes the USA as becoming 'a nation of archivists', this is to make a point about their motivation. There is no suggestion that this is a transferable skill.

B is wrong because although the writer talks about the 'early settlers' and 'historic forebears' this is make the point that this isn't what motivates most people to research their family history.

D is wrong because although the writer talks about 'purchasing a kit on a whim', this is to underline the point that people do nonetheless develop an interest as a result.

- 34 B is the correct option because the writer says: 'Mostly, however, what we're eager to see if there exists a precedent for our proclivities and talents, an explanation for this nose or that auburn hair, a story behind a family's idiosyncrasies or the inter-generational habit of secrecy.'
- A is wrong because although the writer mentions 'an inter-generational habit of secrecy', this in relation to character traits that might be identified in ancestors, rather than specific family secrets that might be uncovered.
- C is wrong because the writer is talking about 'some people' rather than 'most people' when describing this possible outcome of genealogy.
- D is wrong because although the writer talks about how people might hope to find 'echoes' of their own 'strengths and weaknesses' there is no suggestion that this would lead to revaluation of their current situation.

- 35 D is the correct option because the writer says that 'sometimes we find that the truth about a family's history collides with family narratives' and that 'With these stories, the truth is only the beginning of the journey.'
- A is wrong because although the writer talks about some of the potential consequences of investigating family history, there is no suggestion that this is a cause of regret.
- B is wrong because although the writer talks about surprises and difficulties that might arise, there is no warning about potential frustrations.

C is wrong because although the writer includes herself in some of her broader observations, she isn't talking about her personal experience in this paragraph.

- 36 B is the correct option because the writer uses the pronouns 'we' and 'are' throughout much of the text. In the third paragraph, she says: 'I think of these Americans as seekers, and count myself amongst them' to stress that she identifies with many of the broad points she goes on to make using these pronouns.

A is wrong because although she suggests in places that people have different motives for researching their family history and may take it more or less seriously – she is never critical of those with a casual attitude.

C is wrong because although the writer mentions her book and what she learnt as a result of writing it and receiving responses to it, she doesn't relate this to her own family history specifically.

D is wrong because although the writer talks about the business side of genealogy, she doesn't suggest that she's uncomfortable with how this is exploiting people.

Reading and Use of English Part 6

Training

Review

- 1 The texts are often narratives – for example describing a journey, an event or the history of something. But the text could also trace the development of ideas on a given subject, e.g. the domestication of dogs.
- 2 One of the options A–H doesn't fit any of the gaps. But you have to consider all the options in all the gaps as you work through the task. When you've finished, you will have a paragraph that doesn't fit any gap – but you will only know which one it is at the end!
- 3 Start by skimming through the base text quickly to get a broad idea of how it's structured and the arguments that are being discussed. Before you start reading the text in detail, quickly read the missing paragraphs A–H to get a sense of what each one is about.
- 4 It's useful to highlight any pronouns and linking phrases that seem to refer back to previous ideas and arguments. It's also useful to highlight some key vocabulary, especially names and key ideas that appear all through the text.
- 5 When you've finished the task, read the whole text through with your answers in place to make sure it all makes complete sense and you haven't missed anything.

1 Using vocabulary to link ideas

- 1 the promised rain never materialised = the misleading information;
- 2 downpour = another word for rain
- 3 such frustrations = being given misleading information
- 4 these classic examples = the beach and the barbecue
- 5 such phenomena = rain or snow
- 6 try their patience = frustrations
- 7 The problem = the unreliability of weather forecasts
- 8 showers = rain
- 9 the software = apps
- 10 our devices = our phones
- 11 a factor = part of the problem
- 12 This function = the ability to forecast two weeks ahead
- 13 those predictions = forecasts of the weather two weeks ahead
- 14 the day in question = daily forecasts
- 15 such updates = information on apps that gets revised
- 16 both scenarios = showers or more persistent periods of rain
- 17 such vague predictions = 50% chance of rain
- 18 a cloudburst = another word for rain
- 19 the human forecaster = TV meteorologist
- 20 that complete failure = an incorrect forecast of rain

Exam practice

37 C 38 B 39 H 40 G 41 E 42 A 43 D

- 37 C is the correct option because the phrases *the animals* and *the process* refer back to the wolves and the idea of how domestication took place at the end of the text before the gap. The words *that group* in the text after the gap refers back to the particular sub-set of wolves described at the end of option C.
- 38 B is the correct option because the phrase *the idea* in option B refers back to the theory developed to explain why domestication occurred – that is being described in the base text before the gap. Option B then introduces a 'revisionist' idea that sets up a different theory. – an idea that is picked up by the use of the word *therefore* and the notion of challenging a popular theory in the first sentence after the gap.
- 39 H is the correct option because the phrase *these ownerless animals* refers back to the *pariah dogs* mentioned in the text before the gap. There is also linked vocabulary in the use of *garbage dumps* and *leftovers* in the base text and *scraps scavenged* in the option.
- 40 G is the correct option because the phrase *these finds* refers back to the discoveries by palaeontologists mentioned at the end of the text before the gap. The mention of parts of Asia in the option is reinforcing the idea introduced by *a range of locations across Eurasia* in the base text.
- 41 E is the correct option because the phrase *this new argument* in the text after the gap refers to the arguments put forward by supporters of self-domestication that are described in the option.
- 42 A is the correct option because the phrase *It was evidence like this* in the text after the gap refers to the *documented instances* outlined in the option. The words *an even bigger obstacle* at the beginning of option A refer back to the *problems* with the argument described in the paragraph before the gap.
- 43 D is the correct option because *the revised origin story* is referring to the refutation of the self-domestication theory that is described in the paragraph before the gap. The phrase *in other words* tells us that the arguments are now being drawn together.

Reading and Use of English Part 7

Training

Review

- 1 No. In the matching task, the questions are in random order – you have to find the answer in the text or texts.
- 2 No. The question prompts report ideas from the text using language that reports and summarises the information and the writer's or writers' views.
- 3 No. Read each question carefully, then locate the parts of the text where these ideas are discussed; then read those sections carefully.
- 4 Read them carefully – they often contain two elements, for example a reporting verb telling you the writer's purpose or attitude and then a detailed point from the text. You need to find the section of text which matches both elements.

5 Generally speaking, yes. But often it's necessary to read a longer section of text to understand the writer's viewpoint and how the detailed point fits into the overall argument.

1 Useful language Reporting ideas from the text

- 1 D Against the odds, I walked away with the trophy.
- 2 C Afterwards, I thought that if I put my mind to it, I could improve on that.
- 3 B I used to think porridge was gloopy and bland, but I was mistaken.
- 4 A it triggered a vague recollection.
- 5 B randomly picked from a ballot.
- 6 D something of a first I was told.
- 7 C unfortunately, they don't give feedback, so there's no knowing exactly.
- 8 D I had the porridge-making bug.
- 9 A I thought: 'We'll see about that.'
- 10 C I started trying out different blends of oats and salts.
- 11 D I delved into the science.
- 12 D apparently starch starts to go through a process called gelatinisation between 60°C and 92°C ... wallpaper-paste texture.

Exam practice

44 C 45 A 46 D 47 B 48 A 49 C 50 B 51 D 52 B 53 C

- 44 C is the correct option because the text says: 'Its detractors quite reasonably accuse it of selling out, of dumbing down, of anaesthetising listeners and of relegating classical music to the awful category of "ambient".'
- 45 A is the correct option because the text says: 'But a family crisis threw my relationship with music into sharp relief. All of a sudden, it started grating on my nerves and I questioned how and why it mattered to me at all.'
- 46 D is the correct option because the text says: 'Daniel Levitin argues compellingly for its therapeutic benefits, noting that these properties have long been recognised by human cultures.'
- 47 B is the correct option because the text says: 'The schedule consists mostly of playlist-type pieces with no shortage of choral, piano and instrumental classics from the big names, only occasionally accompanied by a very limited selection of new music and composers from diverse backgrounds.'
- 48 A is the correct option because the text says: 'I started to wonder about the ways in which music might care for me in return. Clearly, I'm not alone in having such thoughts of late—the capacity of music to influence wellbeing and healing is having a cultural moment.'
- 49 C is the correct option because the text says: 'True music for Adorno turned its back on the market. The problem was that his "true music" – the eye-watering dissonances of Schoenberg, Berg and Webern – was hardly easy to listen to.'
- 50 B is the correct option because the text says: 'especially classical, which after all has acquired an undeservedly fusty image of late.'
- 51 D is the correct option because the text says: 'Over the past decade, there's been a sharp decline in UK teenagers going on to study the arts, following a "strategic priority" that puts more emphasis on analytical subjects in schools.'
- 52 B is the correct option because the text says: 'I can't quite shake the somewhat disquieting sensation that I'm settling in for a spa treatment.'

53 C is the correct option because the text says: 'But, if nothing else, it's prompted a timely rallying cry for the intrinsic value of music, music for music's sake.'

Writing Part 1 (essay)

Training

Review

- 1 Yes
- 2 240–280 words
- 3 No, it also tests reading skills.
- 4 Two short texts (approximately 100 words each) on the same theme
- 5 Four – two from each text
- 6 Your own opinion
- 7 Approximately 45 minutes
- 8 Content, Communicative Achievement, Organisation and Language

1 Reading the task

1a

Knowledge of the world

Children need to study many subjects at school but geography has a particular significance. It involves much more than memorising the capitals of the world, useful though such knowledge can be. Above all, it provides young people with an understanding of the environment and its role in human development. This involves learning about ecosystems and the impact of human activity on them, promoting an appreciation of the need for sustainability. Studying geography also leads to greater awareness of different cultures. Discovering how the physical environment has influenced developments in different parts of the world is important in that it increases empathy and understanding for the experience of others. It is not essential to include the other parts of the text because they are examples or explanations, rather than key points.

1b

Suggested answers

- 1 For one thing, geography teaches pupils the skills they require for informed citizenship. / Studying it provides pupils with a basic understanding of the inter-relationships between landscape, climate and populations.
- 2 Studying geography can lead to rewarding careers in a range of fields. / A university degree in geography is a good basis for a whole range of careers.

2 Useful language Paraphrasing

- 1 occupies a special position
- 2 learning by the heart
- 3 advantageous
- 4 the part it plays
- 5 the consequences that human behaviour has for
- 6 encouraging
- 7 the vital importance of
- 8 results in
- 9 across the globe

3 Useful language Giving your opinion

Students' own answers

Exam practice

The four aspects of job satisfaction mentioned are:

Text 1: who you work with and continuing to learn

Text 2: creativity and variety

The answers to the other questions are a matter of personal opinion. Other factors that could be mentioned include flexible working hours, convenient location, opportunities to travel, good salary, etc.

Sample answer

Both texts discuss factors that contribute to the degree of satisfaction gained from employment. Job satisfaction is influenced by several factors, primarily the relationships we cultivate within the workplace. Many believe that financial compensation is key to a fulfilling job, but research suggests that the quality of our interactions with colleagues and supervisors is vital to our overall happiness at work. A sympathetic boss and friendly workmates can transform a mundane job into a fulfilling one, as they provide encouragement, collaborate on projects and foster a sense of belonging.

Moreover, career progression plays a critical role in job satisfaction. Employees desire opportunities for growth and development; stagnation can lead to feelings of frustration and disengagement. When individuals feel they are not advancing or acquiring new skills, job satisfaction may dwindle, and they may well start to look for alternative employment elsewhere.

Another significant contributor to job satisfaction is creativity. Engaging in creative tasks allows people to tap into their unique skills and express themselves, leading to greater fulfilment. Whether it's designing, writing or problem-solving, the act of creating can fully absorb a person, providing a sense of accomplishment that routine, non-creative tasks rarely lead to.

Jobs that encourage creativity also tend to offer variety, which is another significant factor affecting job satisfaction. Few people would continue to find it rewarding to do the same routine tasks, day after day. A varied job means that there is something new to interest and to excite every single working day.

In conclusion, while financial compensation is not unimportant, factors such as positive workplace relationships and opportunities for growth, as well as creative and varied tasks, play a pivotal role in enhancing job satisfaction.

Writing Part 2

Review

- 1 There are three tasks to choose from, and you must write an answer to one of them.
- 2 It is best to choose a task that interests you and that you have the English vocabulary you need to write a good answer.
- 3 280–320 words
- 4 Part 1 and Part 2 are worth the same in terms of marks.
- 5 The examiners are considering the same things for Part 2 as Part 1, namely Content, Communicative Achievement, Organisation and Language.
- 6 You should allow approximately 45 minutes for writing and checking your answer to Part 2.

Writing Part 2 (letter)

Training

1 Useful language Register

1a

Suggested answers

- 1 I apologise for the delay in submitting my application and hope that it is still in time for your consideration.
- 2 I would be grateful if you could inform as to when I could expect to receive a response to my inquiry.
- 3 I would be grateful if you could take the points I have raised into consideration.

- 4 I look forward to hearing your reaction to the ideas I have proposed.
- 5 I am extremely concerned that there is very little for young people in this town to do in their spare time.
- 6 Please do not hesitate to ask if you require further information.

1b

- 1 earliest 2 prompt 3 draw 4 enclose 5 further 6 sincere
- 7 position 8 regarding

2 Useful language Sentence structures using participles

2a

- 1 Having lived for many years in a remote rural area, I understand the importance of a good public transport network.
- 2 Bearing in mind the probable impact of technology on employment, it seems inevitable that people will have more leisure time at their disposal than ever before.
- 3 Taking into consideration all the objections to the proposal, I am firmly of the opinion that it should not be taken forward.
- 4 Having carried out a survey of student reactions to the proposed changes, I know that the overwhelming majority welcome the recommendations.
- 5 Encouraged by my fellow students, I came to the decision to share my opinions with you.

2b

Suggested answers

- 1 Devised in order to help the city reach its green targets, the proposal has not been thought through systematically enough.
- 2 Being a keen cyclist, I would welcome a car-free zone.
- 3 Frustrated by traffic congestion in the city centre, most residents would welcome the proposed restrictions.
- 4 Banned from the city centre, cars would block up the side roads in the suburbs.
- 5 Having considered all the arguments for and against the proposal, I am broadly in favour of the plans.

Exam practice

Sample answer

Dear Dr Brown

I am writing to express my strong objection to the proposal to reduce opening hours for the college library on weekdays and to eliminate weekend access altogether. The library is an invaluable resource for students, providing a quiet space for study, access to essential academic materials and a hub for collaborative learning. Reducing its hours significantly undermines our academic experience and limits our ability to engage with course materials effectively.

Many students have varying schedules, including part-time work and extracurricular commitments, which make it difficult to access library resources during the proposed hours. Closing the library at 6 pm would disproportionately affect those who rely on it later in the evening to complete assignments or study for exams. Furthermore, the complete closure at weekends eliminates a vital opportunity for students to use the library for research and study, especially during peak academic periods, such as finals week.

Rather than reducing library hours, I propose that the college seek alternative solutions to address the staff shortage. This could include hiring student workers or establishing partnerships with other local educational institutions to share resources and staff. Additionally, there may be opportunities to incorporate technology, such as online databases and virtual library services, which could alleviate some of the pressure on physical staff.

Looking forward to the future, I believe that college library facilities should evolve to meet the changing needs of students. This could include extended hours, flexible study spaces and enhanced access to digital resources. As we move further into an era of technology, libraries should also focus on developing multimedia resources and collaborative workspaces that encourage innovation and creativity among students.

In conclusion, I urge you to reconsider the proposed changes to our library hours. The library is a cornerstone of our academic success, and maintaining its accessibility is essential for fostering a productive learning environment.

Thank you for considering my perspective on this important issue.

Sincerely,

Writing Part 2 (article)

Training

Review

- 1 It would probably include more factual detail and would certainly use a more formal style.
- 2 Because otherwise readers will not bother to continue reading the article. A good article will also encourage readers to continue reading future issues of the magazine.
- 3 They help to arouse a potential reader's interest in the topic so that they continue reading the article.
- 4 You should use clear paragraphs, each with a distinct topic and with a logical connection between one paragraph and the next.
- 5 So the reader feels that the article has been informative and that they have learned something from it.

1 Useful language Using interesting verbs

1a

talk: exclaim, mumble, whisper, yell

look: gaze, glance, peer, stare

walk: amble, stride, stumble, trudge

1b

- 1 yell 2 whisper 3 mumble 4 exclaim 5 stride 6 stumble
7 trudge 8 amble 9 glance 10 gaze, stare 11 peer

2 Using language Varying structures

2a

- 1 Had the organisers been better prepared, there would have been sufficient food for everyone.
- 2 Should the situation arise again, we would have a clearer understanding of how to react.
- 3 Were we to encounter the same problem for a second time, we would be better equipped to cope.
- 4 Were you to find yourself in a similar position, you would know where to turn for help.

2b

In each case, B is the cleft sentence. It is used to emphasise the key element of the sentence.

2c

- 1 It was with great difficulty that they completed the task.
- 2 How you formulate your questions is crucial.
- 3 The reason why they dropped the proposal / the proposal was dropped was a lack of support.

4 It is hard work that will bring success in life.

5 How young people choose to spend their free time is of no concern to me.

6 It is listening to people that really matters.

Exam practice

Sample answer

The best advice I've ever given: a reflection

I must look wiser than I usually feel, because people often seem to turn to me when they want some advice. One instance stands out as particularly impactful. A close friend of mine was facing a significant career decision – whether to stay in a stable but unfulfilling job in an insurance company or to take a risk and pursue her passion for music. After careful consideration, I advised her to follow her dream, emphasising the importance of personal happiness over monetary security.

Had she ignored my advice and chosen to remain in her comfort zone, I believe the consequences would have been profound. She would probably have continued to feel dissatisfied with life, which would have potentially led to burnout or depression. Instead, by taking the leap, she discovered a new sense of purpose and satisfaction that has positively influenced not only her professional life but her personal relationships as well.

She hasn't made herself rich, but she makes a steady income from performing locally. And she is now married to someone who came along to one of her very first gigs.

Despite this success, it's important to recognise that not everyone appreciates receiving advice. Many people resent being told what to do, because it can feel like a threat to their autonomy. When someone whispers some unsolicited advice, it may be perceived as judgemental, implying that the person is inadequate, not capable of making sensible decisions on their own.

In conclusion, while good advice can significantly alter the course of someone's life, it is essential to approach the act of advising with sensitivity. Recognising the potential for resentment can help us communicate more effectively and support those we care about in a way that fosters growth and understanding. Overall, my advice is: Wait till you're asked before telling someone what you think they should do!

Writing Part 2 (review)

Training

Review

- 1 reader / audience 2 style / register 3 not 4 opinion / view
5 carefully / thoroughly 6 deal with / address / write about

1 Useful language Using theme-related vocabulary

1a

Suggested answers

Note that there is some overlap between films, computer games and music albums, and some of the film vocabulary could also be useful when reviewing a computer game.

a restaurant: ambience, attentive, cuisine, portion size, specials

a film: casting, narrative structure, screenplay, soundtrack, visual effects

a computer game: avatar, gameplay, graphics, level design, user interface

a music album: backing group, label, lyrics, mixing, track

an art exhibition: charcoal sketch, installation, still life, watercolours, well-curated

1b

Suggested answers

a restaurant: garnish, dessert trolley, set menu, course
a film: a bit part, the credits, stunts, extras
a computer game: audio effects, simulation, console, skills
a music album: original arrangement, melody, chorus, upbeat
an art exhibition: a bronze bust, an etching, a self-portrait, a life-size sculpture

1c

Students' own answers

2 Useful language Connecting ideas

2a

- 1 As well as having a friendly ambience, the restaurant also offers an innovative and delicious menu.
- 2 Unfortunately, despite the fact that the narrative structure of the game is original, the graphics are a little disappointing.
- 3 Notwithstanding the negative reviews received by the exhibition, I still found it contained a great deal to interest me.
- 4 In addition to being an expert guitarist, Jamie Lennox has a remarkably fine singing voice.

2b

Suggested answers

- 1 The film is noteworthy for its stellar cast and stunning visual effects. These include many dramatic drone shots taken from above the remote ruined castle on the edge of a cliff, where, in a tense fight, the hero narrowly escapes tumbling into the roaring sea below. Fortunately, good triumphs over evil, as is only to be expected in a Hollywood movie, of course.
- 2 Anna Grassie has written many hauntingly beautiful songs, of which the title track on her new album is a prime example. While some of her other compositions in the collection are more run-of-the-mill, the album also includes a handful of covers of songs from musicals. One of these – *Anthem* from *Chess* – is particularly suited to Anna's rich voice and is in fact my own favourite track in the collection.

Exam practice

Suggested ideas

Advantages: excitement of watching it with a lot of other enthusiastic fans; more of a special event; thrilling to see a performer you admire in real life

Disadvantages: can be expensive; more inconvenient to get to (in comparison with watching something at home); not so easy just to stop watching if you are not enjoying it

Sample answer

Review of a live comedy gig: Laughter in the Air

Last Saturday night, I had the pleasure of attending a live comedy gig featuring the brilliant stand-up comedian Alex Reynolds. The venue was a cosy, intimate theatre packed with eager fans, all buzzing with excitement. From the moment Alex stepped onto the stage, the atmosphere was electric. His energy was infectious, and within seconds, the audience was roaring with laughter at his clever observations and relatable anecdotes.

The performance was a delightful mix of sharp wit and self-deprecating humour that resonated deeply with everyone in the room. Alex seamlessly transitioned between topics, from the absurdities of modern technology to the quirks of everyday life. One moment that particularly struck me was his bit about navigating the complexities of becoming an adult – something we can all relate to. It wasn't just the jokes that made the experience memorable; it was the shared laughter and the connection formed within the audience. Every chuckle, snort and guffaw created an atmosphere of camaraderie that is often missing when watching performances on a screen.

In comparison to enjoying a recorded performance, attending a live gig is an entirely different experience. Watching comedy on a laptop or phone can be enjoyable, but it lacks the immediacy and energy of a live show. The spontaneity of live performances often leads to unexpected moments, like audience interactions and improvisation, which create a unique experience each time. The laughter feels more profound when shared, as if it amplifies the joy and allows for a communal escape from the everyday grind.

Overall, attending Alex Reynolds's live performance was not merely about the jokes; it was about being part of something larger – a shared celebration of humour and life. I left the venue feeling uplifted and connected, and I can't wait to attend another live comedy show soon.

Listening Part 1

Training

Review

- 1 Three
- 2 No, they are all on different topics.
- 3 Two
- 4 Twice
- 5 The questions may test understanding of gist, detail, feelings, attitudes, opinions and agreement.

1 Formal and informal language

1a

- 1 B (I) 2 C (F) 3 A (I) 4 A (F) 5 B (F) 6 C (I) 7 A (F) 8 B (I)
9 B (F) 10 C (I) 11 C (F) 12 A (I)

1b

The first extract will be informal. While noun phrases appear in the options, the context is talking to a friend about a new car. This indicates the listening will be informal, and these options may be stated in an informal way.

The second extract will be formal. The context of this extract is a lecture, which are usually formal. The noun phrases here will be paraphrased formally if heard.

Students' own answers for question and option paraphrases

1c

- 1 C (I didn't exactly do my homework before I bought it ... the model I picked seems to have a bit of a patchy write-up in some places and I don't fancy forking out for repairs so soon!)
- 2 B (it's important not to entirely devolve operation away from the driver, given that we will be in a transitional period for some time. As with all innovation, total reliance should never be the first step.)

Exam practice

- 1 B 2 A 3 C 4 A 5 B 6 C

Listening Part 2

Training

Review

- 1 Sentence completion
- 2 Nine
- 3 Single nouns or noun groups
- 4 Yes
- 5 Yes

1 Understanding distraction

1a

- 1 *Specifications* is correct because *high* is a synonym of *state of the art* in this context, and *telescopes* matches *equipment*.
- 2 *Tools* is incorrect because it means 'equipment', which is in the question; *observatories* and *innovations* do not collocate with *high* in the question, and *details* relates to *data*, not *equipment*.

1b

Starlight is correct because it is uncountable, and *noticing very small changes* matches with *observing minute differences*. *Galaxy* is incorrect because it needs an article. Also, *the night sky* means 'the galaxy', so it is a synonym of something in the sentence. *Analysis* is a synonym of *research*, and *changes* is a synonym of *differences*.

1c

- 1 *a/an* = a countable noun; *the* = a specific noun, e.g. mentioned before or only one exists; no article = general or uncountable noun
- 2 The answer might be an adjective or compound noun.
- 3 The answer will be singular.
- 4 The answer will be plural.

1d

Students' own answers

Exam practice

- 7 urban living 8 perspective 9 application process 10 nature
11 winter nights 12 investment 13 (high) altitude
14 cultural themes 15 educational

Listening Part 3

Training

Review

- 1 Two or more
- 2 Three to four minutes
- 3 Five
- 4 Four
- 5 Read the questions and highlight some keywords to help you as you listen.

1 Paraphrase in multiple-choice questions

1a

- A** gradual = in incremental stages
mastery = a comprehensive grasp / know something inside out
B intensive = demanding
engagement = focus
C balanced = just the right amount of
elements = the fundamental parts of / ingredient
D cautious = dip your toe in the water
avoid = so as not to / steer clear of
overwhelmed = at a loss as to how to manage

1b

- one-word synonym:** demanding, focus, ingredient
idiom: dip your toe in the water, know something inside out, at a loss as to
connecting phrase: so as not to
phrase about quantity: just the right amount of
noun phrase: adjective + noun: a comprehensive grasp, incremental stages
phrasal verb: steer clear of
noun phrase: the ... of ...: the fundamental parts of

1c

- 1 B
2 complete immersion, when you just throw yourself in at the deep end, no holding back. Just picked it up and played for hours every day, ignoring all the theory at first.

1d

- A** The man mentions 'building up in incremental stages, theory before practice', but this refers to 'other schools of thought', not his view, and he says 'I'm not convinced'.
C Similar to A: the man mentions 'a more structured path' and he mentions 'theory before practice', but this is the opinion of others, not his opinion.
D The man mentions 'a more structured path', but this is not necessarily cautious. He says 'theory can be off-putting', but this is not *overwhelming*, and he recommends 'just getting on with it', which is not cautious.

1e

I've always found that the most effective way to learn a new skill is through complete immersion, when you just throw yourself in at the deep end, no holding back. That's how many of the greats learned to play the guitar, actually. Just picked it up and played for hours every day, ignoring all the theory at first. Other schools of thought advise a more structured path, building up in incremental stages, theory before practice and all that, but I'm not convinced. Theory can be really off-putting compared to just getting on with it.

Exam practice

- 16 D 17 A 18 C 19 A 20 B

Listening Part 4

Training

Review

- 1 Two
- 2 Eight
- 3 Five
- 4 Twice
- 5 The answers can come in any order.

1 Understanding explicit and implicit meaning

1a

B

1b

Speaker 1 is implicit. The clues are in *It's fascinating how so many novels that make it to publication follow a similar plot and familiar rhythms. It sometimes prompts me to think about the unique spark, raw vision ... oh well ... but the public do seem to lap them up* (Note that the speaker never directly says they are disappointed. We can work this out from such phrases as *Oh well* and *But the public seem to lap them up*. This suggests the speaker does not think or feel the same.)

Speaker 2 is explicit. They directly paraphrase the option: *Frankly, there seems to be a preference for fiction that is merely painting by numbers. They follow predictable narrative structures, and if you ask me, that's a sad state of affairs for true literary art.* (Here, the speaker uses a paraphrase of *formulaic* (painting by numbers) and directly states that *it is a sorry state of affairs*.)

1c

a 1 b 2

More sympathetic terms: struggling with, serious hurdles (This makes it seem like they are not the writer's fault.), struggled, many writers can identify with

More critical terms: deficiencies, failing, output remains wanting

Exam practice

21 E 22 C 23 H 24 B 25 D 26 A 27 E 28 B 29 F 30 D

Speaking Part 1

Training

Review

- 1 There are two examiners: one asks the questions (the interlocutor), and the other listens and completes the mark sheet (the assessor).
- 2 The interlocutor asks each candidate questions individually. Candidates don't need to speak to the other candidate in this part.
- 3 Questions cover familiar topics about the candidate and their lives.
- 4 Part 1 lasts two minutes for pairs, and three minutes for groups of three.

1 Understanding the assessment criteria

Grammatical Resource: a, d, k

Lexical Resource: j, k, l

Discourse Management: b, g, i, o

Interactive Communication: e, h, m

Pronunciation: c, f, n

2 Exam skill Avoiding repetition

2a

Thomas

Beatrice repeats the phrases from the questions: *I usually relax after a busy day by ...* and *For me, the features of a good job ...*

2b

1 d 2 c 3 b 4 a

2c

Suggested answers

1/2 For **relaxation**, ... (different part of speech);

After a busy day, there's one thing that really helps me **relax** ... (change word order); I like to **chill out** by ... (synonym)

3/4 Among the **criteria** that interest me is ... (synonym); Salary is the first **thing** I'm looking for in terms of jobs ... (substitution); The **job characteristics** that would attract me are ... (change word order, synonym)

2d

Students' own answers

3 Focus on pronunciation Emphatic and contrastive stress

3a

Students' own answers

3b

1 intelligible 2 Intonation 3 stress 4 articulated

3c

- 1 I believe it's better to try, even if you don't succeed.
- 2 I do enjoy online shopping! I can spend ages on it.

3d

1 contrastive stress 2 emphatic stress

3e

Students' own answers

3f

1 On the **one** hand, I like to be spontaneous, but on the **other**, it's good to have something to look forward to.

2 Alone. I know **most** people love being in a car with friends, but I need peace and quiet.

3 It's **definitely** helped me with my studies. I don't know **how** I would have completed my thesis without being able to do online research.

4 I wouldn't say I **enjoy** it as such, I see it as more of a **necessity**.

3g

Students' own answers

Exam practice

Students' own answers

Speaking Part 2

Training

Review

- 1 discussion
- 2 theme
- 3 two
- 4 collaborative

1 Focus on interactive communication Reaching a decision through negotiation

1a

Students' own answers

1b

When assessing Interactive Communication, C2 Proficiency examiners are looking for:

- ease of interaction
- linking what they say to what the other candidate has said
- widening the scope of interaction
- negotiating towards an outcome.

1c

- 1 goal 2 evaluate 3 suggestions 4 develop 5 negotiate
6 paraphrasing

2 Useful language Making comparisons

2a–2b

- 1 d 2 c 3 e 4 a 5 b

2c

Suggested answers

Compared to A, F is far more inspiring and would motivate students to consider studying abroad.

What sets this apart is it's the only photo showing a student on his own, looking confident and happy.

While both B and F give a sense of community, F conveys more of a sense of friendship outside of class.

A is nowhere near as emotive as C.

What makes E stand out is that you get a sense of the student's family back at home.

3 Useful language Making suggestions

3a–3b

- 1 is 2 to 3 to 4 of 5 if

3c

noun phrase / gerund

1 One possibility worth considering is the photo showing the two women.

verb (infinitive)

2 It might be a good idea to consider each one in turn.

noun/gerund

3 Perhaps we should give some serious thought to picture A.

gerund / noun phrase

4 We could explore the option of including an image that shows only the positive side.

noun phrase

5 What if we chose this one?

3d

Students' own answers

Exam practice

Students' own answers

Speaking Part 3

Training

Review

- 1 prompts 2 two (2) 3 agree 4 Listen 5 same 6 ten (10)

1 Focus on Discourse Management

1a

- 1 c 2 a 3 b

1b

- 1 T 2 F 3 T 4 T 5 F

2 Although a little hesitation is acceptable at C2 Proficiency, Paolo had a lot of pauses and hesitation which sometimes affected the coherence of what he was saying.

5 Paolo uses discourse markers to add ideas (*also, and, like with creativity, for instance, for example*), show cause and effect (*because, so, then*) and contrast (*but, of course*), but these are very simplistic and do not demonstrate the wide range expected at C2.

2 Useful language Evaluative discourse markers

2a

Klara

2b

Students' own answers

2c

- 1 That's a tough call, since both 2 On the one hand
3 That said 4 While it's true that, we shouldn't ignore
5 Even though, it's also worth considering
6 There's a trade-off between, and 7 Admittedly, but

2d

Students' own answers

3 Useful language Dealing with unexpected questions

3a

Suggested answers

- Watch videos to get familiar with the range of topics and questions you might face.
- Ask for clarification: say what you think the question was or ask the interlocutor to repeat it.
- Memorise a few phrases you can use to buy time.
- Say phrases that help you think aloud.
- Remember that the examiner isn't trying to trip you up.

3b

1 Use a filler to buy time 2 Think aloud 3 Ask for clarification

3c

Students' own answers

Exam practice

Students' own answers

Test 3



Answer key with
extra information in
Resource Bank

Reading and Use of English

Part 1

1 D 2 B 3 C 4 A 5 D 6 C 7 C 8 D

Part 2

9 up 10 Although / While / Whilst 11 that 12 which
13 as / since / because 14 due / owing 15 far 16 nor

Part 3

17 fossilised / fossilized 18 undoubtedly / doubtless / indubitably
19 presence 20 enigmatic 21 essentially 22 footprints
23 unprecedented 24 inclusive

Part 4

25 led to believe (that) | there were no / there were not / there weren't any
26 occurred to Paolo that | he would/might get/receive a
27 even though | she had
28 (absolutely) no intention whatsoever | of buying
29 by re-reading her essay very carefully | did Salima
30 was left unfinished | due/owing

Part 5

31 C 32 D 33 C 34 A 35 B 36 C

Part 6

37 B 38 D 39 F 40 H 41 A 42 G 43 E

Part 7

44 C 45 A 46 C 47 D 48 D 49 B 50 B 51 B 52 D 53 A

Writing

Part 1

Sample answer

Friendship is a multifaceted bond that evolves over time, influenced by various factors that contribute to its strength and resilience. The two texts highlight essential elements that form the foundation of robust friendships.

The first text underscores the significance of childhood friendships, which often serve as the bedrock for lifelong connections. These are characterised by a deep-rooted familiarity which stems from having navigated life's ups and downs together, creating a tapestry of shared memories. The emotional support provided during pivotal moments fosters a sense of trust and loyalty, making it straightforward to reconnect instantly, even after long intervals.

Conversely, the second text emphasises the immediate connection that can occur when two individuals discover shared values and beliefs. This alignment can lead to a profound sense of understanding, creating a friendship that feels effortless. While conflicts may arise, shared values act as a stabilising force, preventing superficial arguments from undermining the relationship. Humour also plays a crucial role, as a shared sense of amusement can enhance the bond and foster joy in each other's company.

In addition to these insights, I would add that several other factors contribute to strong friendships. Communication is key; open and honest dialogue facilitates understanding and helps resolve conflicts. Furthermore, mutual respect and support are essential, as they enable friends to rely on each other during challenging times. Lastly, the willingness to invest time and effort into maintaining the relationship can significantly enhance its durability, ensuring people feel valued and appreciated.

In summary, strong friendships are built on a combination of shared history, core values, humour, effective communication and mutual respect. These elements create a solid foundation that can withstand the tests of time.

Part 2

Sample answers

2 Two contrasting collections

Collecting is a fascinating hobby that often transcends simple ownership, allowing individuals to connect with their passions, memories and communities. Two contrasting collections I know of – one of soft toys and the other of fridge magnets – illustrate the diverse interests that drive collectors.

The first collection belongs to my cousin Sarah, who has amassed over a hundred soft toys from different brands and regions. Each toy has its own story, often linked to a cherished memory or a special occasion. From vintage teddy bears to quirky plush characters from popular culture, Sarah's collection has a whimsical charm that appeals to both children and adults. Her collection would undoubtedly resonate with the general public, particularly with those who value nostalgia, as soft toys often evoke fond childhood memories. The emotional connection people have with these items can make them not just collectibles but cherished companions.

In contrast, my neighbour Tom is a fridge-magnet enthusiast. His collection features magnets from every holiday location he has visited, as well as quirky designs from local artisans. While fridge magnets are less universally appealing than soft toys, they offer a glimpse into the collector's travels and experiences. For many, these magnets serve as a visual diary, capturing memories of places visited. However, the appeal of my neighbour's collection would probably be limited to fellow travellers or those who appreciate the art of magnet design.

The allure of collecting lies in the sense of fulfilment it brings. It allows individuals to create a tangible representation of their interests, connect with like-minded individuals and even learn about history and culture through their collections. Collectors often report feelings of satisfaction when adding to their collections, as each new item enhances the story they are building.

In conclusion, while Sarah's soft toys and Tom's fridge magnets may attract different audiences, both exemplify the broader appeal of collecting – an engaging way to express identity and preserve memories.

3 Report on online Spanish course

Introduction

Recently, I completed an online Spanish course as requested by my line manager. This report outlines the course content and evaluates its suitability for other staff members, as well as comparing online language learning with studying in traditional classroom settings.

Course overview

The online Spanish course that I took covered essential business vocabulary, common phrases and cultural nuances relevant to international communication. The curriculum was structured into modules, enhancing comprehension through interactive exercises, quizzes and video lessons. Additionally, the course included virtual conversation practice with native speakers, which was beneficial in developing speaking skills.

Recommendation

I would highly recommend this course for other staff members, particularly those who engage with our clients or colleagues in Spanish-speaking countries. The flexibility of online learning allows employees to progress at their own pace, making it accessible for those with busy schedules.

Benefits of online language courses

Online language courses offer several advantages, including flexibility, accessibility and a variety of resources. Learners can study from anywhere and at times that suit them, which can lead to improved engagement. Moreover, the use of technology facilitates interactive and immersive experiences that can enhance learning.

Drawbacks of online language courses

Online courses may, however, lack the personal interaction and immediate feedback provided in traditional classroom settings. Some learners may struggle with self-discipline and motivation without the structure of scheduled classes. Additionally, the absence of in-person interaction may hinder the development of conversational skills in a natural setting.

Conclusion

In conclusion, while online Spanish courses have a few limitations, the benefits they offer in terms of flexibility and accessibility make them a valuable option for professional development. I consider this course to be ideal for other staff members seeking to enhance their language skills.

4 Dear Editor,

I am writing to share my admiration for the Coliseum in Rome, an iconic symbol of Ancient Roman civilisation and a site of profound historical significance. Constructed between 70 and 80 CE, this grand amphitheatre once hosted gladiatorial contests, public spectacles and dramatic performances, captivating audiences with its architectural brilliance and engineering prowess. The Coliseum remains a testament to the ingenuity of Roman society and its influence on modern architecture and culture.

Visiting the Coliseum is like stepping back in time; the sheer scale and magnificence of the structure evoke a sense of awe, and you can almost hear the roar of the crowd come to enjoy the gladiatorial entertainment. It serves not only as a tourist attraction, but as a reminder of the complexities of human history – both the triumphs and the tragedies. The remnants of this once-vibrant venue tell stories of the past, fostering a connection between individuals and the rich tapestry of history.

Preserving historic sites like the Coliseum is crucial for several reasons. Firstly, they serve as educational resources, allowing future generations to learn about their heritage and the evolution of societies. Additionally, these sites contribute to the cultural identity of a nation, instilling pride in its history. Economically, preserving historic sites can also bolster tourism, providing financial support to local communities.

In an age where rapid modernisation often threatens historical landmarks, it is imperative that countries prioritise the preservation of their cultural heritage. The Coliseum is not just a relic of the past; it is a symbol of resilience and continuity that connects us to our shared human experience.

Thank you for considering my letter. I hope it may inspire others to appreciate and advocate for the preservation of our historic landmarks. Sincerely,

Listening

Part 1

1 A 2 C 3 C 4 B 5 A 6 B

Part 2

7 administrative 8 (highly) specific 9 insights
10 preparation (time) 11 leadership 12 anxiety
13 chemical composition 14 documented 15 time pressure

Part 3

16 D 17 B 18 A 19 C 20 B

Part 4

21 F 22 D 23 C 24 H 25 A 26 B 27 H 28 F 29 A 30 C

Test 4

Reading and Use of English

Part 1

1 D 2 B 3 C 4 A 5 A 6 B 7 D 8 C

Part 2

9 yet 10 against 11 something 12 do 13 whether
14 come 15 without 16 which

Part 3

17 loyalty 18 necessarily 19 unrecognised / unrecognized
20 obligation 21 childhood 22 advantageous 23 beneficial
24 innovatively

Part 4

25 could not/couldn't get / was not/wasn't able to get / was unable to get | my head around
26 no strong opinion(s)/view(s)/preference(s)/feelings | when it

27 has come to terms with | the fact/idea/thought that
28 to take charge of / to be in charge of | making
29 is getting a landscape architect | to redesign
30 goes without saying that | a refund will be

Part 5

31 B 32 A 33 C 34 D 35 B 36 A

Part 6

37 D 38 F 39 H 40 C 41 G 42 B 43 A

Part 7

44 D 45 B 46 C 47 A 48 B 49 A 50 C 51 D 52 C 53 A

Writing

Part 1

Sample answer

The texts explore different angles of the topic of personal possessions. The first suggests that possessions can serve as a status symbol, offering a sense of prestige and social worth. This reliance on material possessions can enhance people's confidence and the perception of their standing among peers. However, it raises questions about the true value of such items, highlighting a tendency to equate personal worth with material wealth.

The first text also describes a less materialistic attitude towards possessions, suggesting that character should be defined not by belongings but by qualities such as kindness, honesty and resilience. This perspective advocates an identity rooted in personal values rather than material accumulation. By prioritising character over possessions, individuals can foster a deeper sense of self-worth that is not contingent upon external validation.

The act of sorting through personal belongings is a theme explored in the second text, which encourages individuals to periodically reassess their possessions, claiming that decluttering can lead to a more organised and fulfilling living space. However, the process of deciding what to discard can be challenging, leading to an internal struggle, illustrating the emotional connections we develop with our belongings. Some people choose, instead, to keep hold of everything, an option that demands a sizeable home and understanding living companions.

In my view, we should have a balanced view of personal possessions. While the allure of status through material wealth can be enticing, it is essential to acknowledge the greater significance of character and personal values. Regularly evaluating our belongings can help us navigate the complexities of attachment to possessions, allowing us to create a living environment that reflects who we are, not what we own.

Part 2

Sample answers

2 Dear Editor,

Having recently returned from staying in a rental cottage, I wanted to share my experience. My friends and I had booked what was supposedly a charming cottage in the countryside. However, upon arrival, we discovered that the house was situated right beside a busy road, which the online listing had omitted to mention. The noise from the traffic was overwhelming. To make matters worse, another house was in the process of being built next door, and our view was blocked by a pile of construction waste. We attempted to contact the property owner in the hope he could offer alternative accommodation, but he failed to return our calls.

This experience profoundly affected our holiday mood. Instead of tranquil evenings enjoying a barbecue in the garden, we found ourselves irritated by the constant sound of cars rushing past. We attempted to make the best of it by exploring the nearby area more than we would otherwise have done, but the disappointment was palpable, not just for me but for my three companions, all of whom had been looking forward to a peaceful retreat after a particular stressful period of work.

In assessing what contributes to successful holiday accommodation, I believe several factors stand out. First, honest descriptions in listings are crucial. Guests should not only be informed of the amenities, but also the environment in which they will be staying. Secondly, good communication from the host can make a significant difference. If issues arise, being able to reach out and receive assistance promptly can turn a negative experience into a manageable one. Lastly, location is paramount; a beautiful setting can enhance the overall experience, making minor inconveniences more bearable.

In conclusion, while our accommodation was a letdown, it served as a reminder of the importance of careful holiday planning. We shall all be more rigorous in checking all available online feedback before booking accommodation in future.

Sincerely,

3 Report on the main problem facing young people today

Introduction

Young people today face numerous challenges, but perhaps the most significant is the difficulty in building an independent life. Many struggle to establish independence due to various barriers, including financial instability, lack of job opportunities and high living costs. This situation hinders their ability to transition into adulthood successfully.

Causes

Economic conditions: Rising living costs, particularly in urban areas, make it challenging for young individuals to afford housing and basic necessities, forcing many to live with parents longer than desired.

Employment challenges: The current job market offers limited opportunities for entry-level positions, leaving many young people underemployed or in low-paid, dead-end work situations.

Educational debt: In my country these days, the burden of student loans can be overwhelming, hindering young people's financial freedom and delaying their ability to invest in their future, such as buying a home or starting a business.

Lack of life skills: Many young people leave school without essential life skills, such as financial literacy, job readiness and personal management, which are critical for independent living.

What can be done

Firstly, young people should be given increased access to vocational training and apprenticeship programmes that will equip them with the skills needed for today's job market.

Secondly, they should be taught better financial literacy by integrating financial education into school curriculums to teach them how to manage expenses, budget effectively and understand credit. Similarly, they should be taught entrepreneurship skills, providing resources and mentorship to help them launch their own businesses.

Above all, there should be better affordable housing options. This would enable young people to find suitable independent living arrangements.

Conclusion

Building an independent life is essential milestone for young adults, and addressing the barriers they face requires a concerted effort from society. By implementing targeted strategies, my country could create an environment that fosters independence and self-sufficiency for the youth of today.

4 Review of *The Legend of Zelda: Breath of the Wild*

The Legend of Zelda: Breath of the Wild is a landmark title that has reshaped the landscape of open-world gaming since its release in 2017. With its vast, intricately designed world and an emphasis on exploration, players are granted unprecedented freedom to tackle challenges in their own unique ways. This game has not only captivated fans with its stunning visuals and innovative gameplay mechanics, but has also set a new standard for what players expect from future titles.

Breath of the Wild's impact resonates throughout the gaming industry. It has influenced countless developers to prioritise player agency and environmental storytelling, encouraging them to create immersive worlds that feel alive. Games like *Ghost of Tsushima* and *Horizon Zero Dawn* have taken cues from its open-world design, while indie titles have embraced its spirit of exploration and creativity. The success of *Breath of the Wild* has also inspired a number of other leading studios to invest more in expansive game worlds, fostering a trend that champions player interaction over linear narratives.

Moreover, the game has cultivated a passionate community that shares tips, tricks and fan theories, further enhancing the overall experience. Fans now expect a high level of engagement and interactivity from developers. They seek games that not only entertain, but also invite them to explore, experiment and experience stories in personalised ways. The challenge for developers is to strike a balance between compelling narratives and the freedom to roam, ensuring that each player's journey feels unique. As the gaming landscape continues to evolve, the legacy of *Breath of the Wild* remains a benchmark, pushing the boundaries of what video games can achieve. The future for video-game development is full of promise, thanks in no small part to the creators of *Breath of the Wild*.

Listening

Part 1

1 B 2 C 3 C 4 A 5 C 6 B

Part 2

7 underwater 8 human presence / humans 9 electricity
10 first-hand 11 vibration devices / controlled explosions
12 mistaken identity 13 documentary makers 14 publicity
15 unknown

Part 3

16 B 17 C 18 A 19 D 20 C

Part 4

21 H 22 F 23 B 24 A 25 D
26 E 27 B 28 G 29 D 30 H

Test 5

Reading and Use of English

Part 1

1 B 2 C 3 B 4 A 5 A 6 D 7 D 8 B

Part 2

9 by 10 anything 11 long 12 those / others 13 do 14 Having
15 comes 16 (a)round / against

Part 3

17 contradictory 18 effectiveness 19 revelations 20 insignificance
21 unquestionably 22 depths 23 resolution 24 clarity

Part 4

25 order (for the team) to | CARRY out
26 having SEEN Lucy | since 2006
27 to my amazement, NOBODY | disagreed
28 was nothing (to be) GAINED | by/in/from taking / was not anything
(to be) GAINED | by/in/from taking / was nothing he could have
GAINED | by/in/from taking
29 everyone's/everybody's surprise, George (said he) | had no/little
INTEREST
30 was (completely/totally/utterly/absolutely) LOST | for words

Part 5

31 C 32 D 33 C 34 B 35 A 36 D

Part 6

37 C 38 G 39 F 40 D 41 H 42 A 43 E

Part 7

44 B 45 A 46 D 47 D 48 C 49 D 50 C 51 B 52 D 53 A

Writing

Part 1

Sample answer

Since the dawn of humanity, art has been an intrinsic part of our existence. One primary reason people produce works of art is the aesthetic element that art brings to our environment. Just as cave dwellers adorned their living spaces with vibrant depictions of scenes from their lives, modern individuals often choose artwork for its visual appeal.

Art can also serve an educational purpose, functioning as a tool for conveying cultural narratives. For instance, historical paintings often depict significant events, and this educational aspect of art underscores its role in preserving social identity, as it allows individuals to engage with their heritage and understand the stories that shape their societies.

The second text focuses on who art is for. It can be used as a powerful means of communication with others, with its ability to transcend linguistic barriers. Through visual imagery, artists can evoke a range of emotions. This non-verbal form of communication fosters connections between individuals from diverse backgrounds, emphasising art's role as a bridge between cultures.

But sometimes art is only for the artist themselves. The process of making art can provide solace, offering an outlet for those grappling with emotional turmoil. This therapeutic aspect highlights the importance of art not only as a medium of expression, but also as a means of healing and self-discovery.

In addition to these motivations, it is essential to recognise the social and political dimensions of art. Artists often use their work to comment on current issues, provoke thought or inspire change. By addressing topics such as injustice, inequality or environmental concerns, art can serve as a catalyst for change. To summarise, art is about much more than the creation of beauty.

Part 2

Sample answers

2 The nostalgic power of food

Food has an incredible ability to evoke memories and transport us back to moments of our past. One dish that holds a particular significance for me is my grandmother's homemade apple pie. The sweet aroma of cinnamon and baked apples wafting through the kitchen would often signal the end of a long day, drawing my siblings and me to the dining table like moths to a flame.

Every time I taste a slice of apple pie, I am instantly reminded of my childhood home, where we all gravitated towards the kitchen, to play or do our homework or share anecdotes about the day. My grandmother would carefully roll out the dough, her experienced hands deftly shaping it into a perfect crust. I can still picture her in that warm, cosy kitchen, humming old tunes as she prepared the dessert that would inevitably steal the show. Each bite of her apple pie was not just about the flavours; it was about the love and care she poured into every step of the process.

This dish embodies the essence of my childhood – simple, yet profound moments spent with family. It reminds me of the values my grandmother instilled in me: the importance of togetherness and the joy of sharing food.

While I believe that many foods can awaken such powerful memories, it inevitably depends on personal experiences and cultural backgrounds. For some, it could be the aroma of a favourite soup, while for others, it might be the taste of a spicy chicken curry. Each person's food memories are unique, shaped by their experiences and relationships.

In conclusion, food does more than satisfy our hunger; it connects us to our past, allowing us to relive cherished moments. Whether it's my grandmother's apple pie or anyone else's special dish, the power of food to awaken memories is truly universal.

3 The cat and the vacuum cleaner

Recently, I stumbled upon a delightful short video titled 'The cat and the vacuum cleaner' on a popular video-sharing platform. In this hilarious clip, a fluffy tabby cat encounters a vacuum cleaner for the first time. The video begins with the cat curiously approaching the ominous machine, only to be startled when it roars to life. The exaggerated expressions on the cat's face, paired with its dramatic leaps and sudden retreats, create a delightful slapstick comedy that needs no subtitles.

What struck me most about this video was the contrast of visual humour with verbal humour. The cat's bewildered reactions and the exaggerated sounds of the vacuum cleaner transcend language barriers, making it accessible to a global audience in a way that is impossible when the humour depends on words. Visual humour often relies on physical expressions, gestures and situational comedy, which can evoke immediate laughter without the need for dialogue. In this case, the simplicity and clarity of the visual gags made the video instantly relatable and enjoyable for viewers of all ages.

But what qualities make short online video clips go viral? First and foremost, relatability is key. The scenarios depicted must resonate with viewers, and who hasn't witnessed a pet's comical reaction to a household appliance? Additionally, brevity is crucial; the best clips are often under a minute, allowing viewers to consume and share them quickly. High-quality production values, catchy soundtracks and engaging thumbnails also play a significant role in attracting clicks. Finally, a touch of originality combined with humour can set a video apart, encouraging viewers to share it with their friends and followers. In conclusion, 'The cat and the vacuum cleaner' encapsulates the essence of what makes short videos not just entertaining but shareable. Its comedic value, reliance on visual humour and relatability contribute to its potential for virality, making it a perfect example of modern online entertainment.

4 Dear Dr Black

I am writing to provide feedback on our current teaching programme, particularly in relation to my career aspirations in psychology. As a psychology undergraduate, I appreciate the foundational knowledge our courses offer. However, I believe that there are areas where the programme could better prepare us for real-world applications in the field.

Firstly, while theoretical knowledge is crucial, I feel there is an overemphasis on traditional lectures and exams. To truly prepare us for careers in psychology, I propose the inclusion of more hands-on experiences, such as internships, workshops and practical placements. Engaging directly with clients under supervision would provide invaluable insights into the daily responsibilities of a psychologist and help bridge the gap between theory and practice. This experiential learning would not only enhance our understanding, but also equip us with essential skills that cannot be gained through textbooks alone.

Moreover, I believe that our programme should integrate training in emerging topics within psychology, such as digital mental health and the impact of technology on behaviour. As the field evolves, it is important that we are exposed to contemporary issues and methodologies that will be relevant in our future careers.

While preparing students for their careers should undoubtedly be a significant aim of college programmes, I also believe that fostering critical thinking, creativity and personal development is equally important. A well-rounded education should encourage us to explore various facets of psychology beyond just job readiness. This holistic approach will enable us to adapt to a rapidly changing world and contribute meaningfully to our communities.

In conclusion, enhancing our programme with practical experiences and contemporary topics will not only prepare us better for our careers as psychologists, but also enrich our overall educational experience. Thank you for considering my suggestions.

Sincerely,

Listening

Part 1

1 C 2 B 3 A 4 B 5 B 6 C

Part 2

7 trusted translator 8 opportunities 9 (initial) rollout 10 jargon
11 logistical 12 (business) strategy 13 decision makers
14 resilience 15 integrity

Part 3

16 A 17 B 18 D 19 D 20 C

Part 4

21 E 22 F 23 C 24 H 25 B
26 F 27 C 28 A 29 E 30 B

Test 6

Reading and Use of English

Part 1

1 A 2 C 3 A 4 C 5 B 6 D 7 A 8 C

Part 2

9 matter / question 10 out 11 With / In 12 least
13 without / not 14 all 15 but / yet 16 it

Part 3

17 factually 18 influential 19 acquisition 20 assumptions
21 uncritical 22 inadvisable / unadvisable 23 acceptance
24 likelihood

Part 4

25 there were (absolutely) no | LIMITS (as) to what / there were not/
weren't any | LIMITS (as) to what
26 is no SUBSTITUTE for | hard work if you / is no SUBSTITUTE for |
working hard if you
27 did it CROSS | my mind / did the possibility/idea/thought CROSS
| my mind
28 not the first time | Fred has MISSED a
29 in the HABIT | of going
30 disappointed that I had/I'd | DROPPED out / disappointed when/
that I | DROPPED out

Part 5

31 D 32 B 33 B 34 D 35 A 36 D

Part 6

37 E 38 A 39 F 40 H 41 G 42 B 43 D

Part 7

44 C 45 D 46 A 47 D 48 A 49 D 50 B 51 A 52 C 53 B

Writing

Part 1

Sample answer

The two texts present different aspects of people's decisions to embark on higher education after they leave school. People go to university for a variety of reasons that can be broadly categorised into personal aspirations and external expectations.

The first text highlights the necessity of dedication and hard work in achieving career goals, such as becoming a lawyer or engineer. This commitment leads to personal professional fulfilment, as it is likely to provide the student with an interesting and financially rewarding career. This text also emphasises the point that individuals gain great personal satisfaction from a sense that they are able to contribute in a meaningful way to society, using the knowledge they acquire to give back to the country that offered them their education.

The second text presents a contrasting view of studying as a lifelong pursuit, motivated simply by the intrinsic joy of learning, the satisfaction of finding out about the world. However, it also acknowledges that many students take a university course primarily to counter pressures, such as family or societal expectations. For some, education becomes a matter of duty rather than passion, resulting often in little enthusiasm about the acquisition of knowledge.

For most people, studying probably involves a mix of motivations. There is usually a combination of intrinsic and extrinsic reasons, with the desire to have a secure and worthwhile career supported by a genuine interest in the relevant discipline. And, as students proceed in their studies, they find that their specialism cultivates a sense of community which can powerfully enhance the learning process. Even those who started university largely to please their parents may find themselves slowly but surely becoming enthusiastic and eager students.

Part 2

Sample answers

2 The miracle of the internet

In the last 200 years, countless inventions have transformed our world, but none have had as profound an impact as the internet. Emerging in the late 20th century, the internet has revolutionised how we communicate, access information and conduct business. It has bridged geographical divides, allowing billions of people to connect, share and collaborate in real time. Its significance cannot be overstated; it has become the backbone of modern society.

One of the most compelling aspects of the internet is its democratising effect on information. Prior to its inception, access to knowledge was often restricted to those with resources or specific privileges. Today, anyone with an internet connection can access a wealth of information on virtually any subject. This has empowered individuals, fostered innovation and stimulated educational growth across the globe. Moreover, the internet has transformed industries, from retail and education to entertainment and healthcare, creating new markets and opportunities.

As for the future, I believe that the field of biotechnology will be the most innovative in terms of inventions over the next 50 years. As we face pressing global challenges, such as climate change, food security and disease outbreaks, advancements in biotechnology hold the promise of groundbreaking solutions. From genetically modified crops able to withstand extreme weather conditions to advanced technology that allows for precise gene editing, the potential applications are vast and transformative.

In conclusion, while many inventions have shaped our lives, the internet stands out as the most useful and impactful of the last two centuries. It has changed the way we live and work, setting the stage for future innovations. Looking ahead, biotechnology is set to lead the charge in addressing some of humanity's most pressing challenges, paving the way for a more sustainable and healthier future.

3 Fair Isle knitting

Origins

Fair Isle knitting, originating from the Scottish island of that name, is a textile tradition that dates back to the 19th century. This unique style of knitting is characterised by its intricate patterns and vibrant colours, often featuring motifs inspired by the natural landscape and cultural heritage of the region. Historically, Fair Isle knitting was a practical craft, making use of the wool from the sheep on the island's farms to provide warmth and protection for islanders against harsh weather conditions. It also helped pass the time during the long winter nights typical of the northern Scottish islands. Over time, it evolved into a recognised art form, appreciated not only for its utility but also for its aesthetic appeal.

Current status

Today, Fair Isle knitting is enjoying a resurgence in popularity, both in the UK and internationally. People are enthusiastically knitting Fair Isle jumpers and cardigans thousands of miles away from the tiny island where the craft has its roots. Artisans and enthusiasts alike are reviving traditional techniques while also experimenting with modern designs. Workshops, online tutorials and knitting circles are flourishing, ensuring that the skill is passed down through the generations. Institutions and museums in Scotland actively promote Fair Isle knitting, showcasing its history and significance through exhibitions and educational programmes.

Importance of traditional crafts

Preserving traditional activities like Fair Isle knitting is crucial for several reasons. Firstly, such crafts serve as a connection to their cultural heritage, fostering a sense of identity and community. They also encourage sustainable practices, as many traditional artisans prioritise local materials and methods. Furthermore, engaging in these crafts can provide mental-health benefits, promoting mindfulness and creativity.

As globalisation continues to influence our lives, traditional crafts like Fair Isle knitting risk fading away. Therefore, it is imperative to support initiatives that promote and teach these skills, ensuring they remain a vibrant part of our cultural tapestry for future generations.

4 The *Intouchables* is unmissable

The Intouchables is a heartwarming French film that appeals to audiences all over the world. The story revolves around an unlikely friendship between Philippe, a wealthy quadriplegic, and Driss, a young man who becomes Philippe's caregiver. What sets this film apart is its ability to blend humour with poignant moments, creating a narrative that is uplifting and inspiring.

One of the key reasons *The Intouchables* makes audiences feel happy is its exploration of the human spirit's resilience and the transformative power of friendship. The dynamic between Philippe and Driss is filled with laughter and a genuine sense of connection. Their interactions highlight the importance of embracing life, regardless of circumstances. Driss, with his unfiltered perspective and carefree attitude, introduces Philippe to experiences he had long since abandoned, from simple pleasures like enjoying the outdoors to the exhilaration of adventure. This vibrant portrayal of friendship encourages viewers to reflect on their relationships and the joy that can be found in unexpected places.

While some argue that feel-good movies like *The Intouchables* are nothing more than escapism, I believe they fulfil a valuable purpose. In an increasingly chaotic world, such films offer moments of respite, allowing audiences to see the lighter side of life. They provide a reminder of the beauty in human connections and the potential for personal growth, even in challenging situations. By showcasing relatable struggles and triumphs, feel-good films encourage empathy and understanding, fostering a sense of community among viewers.

In conclusion, *The Intouchables* exemplifies the essence of a feel-good movie. Its message about friendship and the joy of living makes it a film that not only entertains, but also inspires. Rather than being an unhealthy escape from reality, films like this remind us of the goodness that exists in the world, encouraging us to cherish our connections and embrace life with open arms.

Listening

Part 1

1 B 2 C 3 A 4 B 5 B 6 B

Part 2

7 novels 8 plot device 9 psychology 10 internal conflict
11 thought-provoking 12 suspense 13 technology 14 history
15 agency

Part 3

16 A 17 C 18 A 19 A 20 B

Part 4

21 E 22 B 23 H 24 G 25 D 26 C 27 F 28 A 29 D 30 H

Speaking visuals

Stress management for students

A



B



C



D



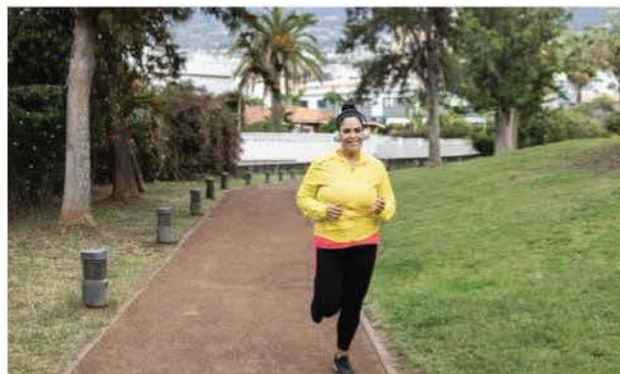
E



F



G



Student podcast – confidence

A



B



C



D



E



Photo exhibition – individuality

A



B



C



D



E



Test 1 Training

Speaking Part 3

Prompt card Candidate A

How much is the future of our world under threat?

- environmental pollution
- biodiversity
- climate change

Prompt card Candidate B

What is the role of parents and teachers in readying children for the future?

- social skills
- internet safety
- critical thinking

Test 1 Exam practice

Speaking Part 3

Task 1(a)

What factors influence the choices consumers make when buying different products?

- price
- advertising
- peer pressure

Task 1(b)

How easy is it to make ethical consumer choices?

- researching ethical companies
- availability of ethical products
- motivation to shop ethically

Advantages and disadvantages of living abroad

A



B



C



D



E



F



Test 2 Exam practice Speaking Part 2

Magazine article – helping others

A



B



C



D



E



F



Task 2(a)

To what extent does urban planning have an impact on wellbeing?

- green space
- transport networks
- public buildings

Task 2(b)

How important is it for employers to provide a comfortable physical working environment for their employees?

- health
- productivity
- employer/employee responsibilities

Test 3

Speaking Part 2

TV documentary – sustainable fashion

A



B



C



D



E



Task 3(a)

To what extent does anonymity on social platforms influence the way people express who they are?

- freedom to experiment
- being honest
- belonging

Task 3(b)

How much does growing up using social media influence a young person's identity?

- comparison to others
- exposure to different ideas
- online presence

Test 4

Speaking Part 2

College debate – impact of mobile-phone use

A



B



C



D



E



F



G



Task 4(a)

What motivates people to set and achieve personal goals?

- health
- relationships
- work

Task 4(b)

What are the advantages and disadvantages of being ambitious at work?

- work relationships
- career progression
- innovation

Test 5

Speaking Part 2

TV documentary – persuasion techniques

A



B



C



D



E



F



Task 5(a)

What are the impacts of unresolved personal conflict?

- relationships with others
- mental health and wellbeing
- work/study

Task 5(b)

What are the advantages and disadvantages of mediation in resolving conflicts?

- objectivity
- skills/professionalism
- time efficiency

Test 6

Speaking Part 2

Podcast – the role of art

A



B



C



D



E



F



G



Task 6(a)

To what extent should educational institutions teach digital-footprint literacy?

- empowerment
- responsibility
- impact

Task 6(b)

To what extent can online privacy be protected in today's digital world?

- improvements in tech
- legislation
- awareness/education