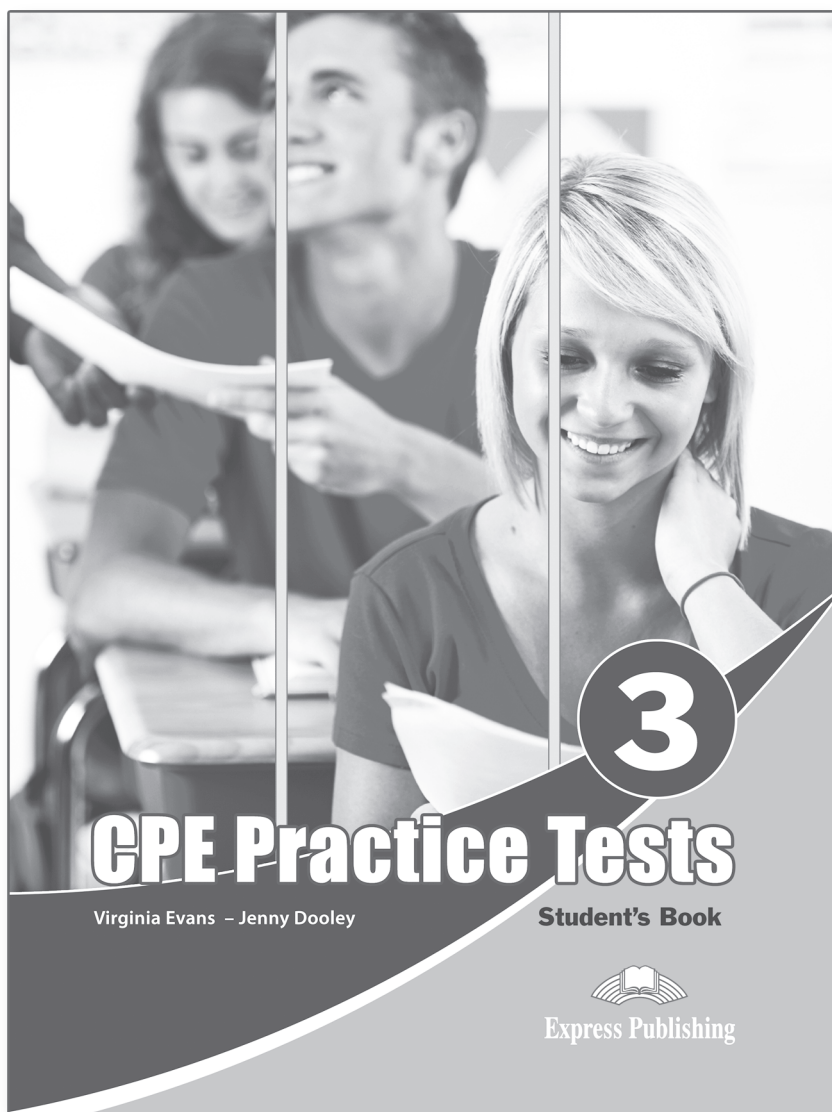


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Practice Test 1

Paper 1: Reading & Use of English

Part 1

- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 A | 5 C | 7 B |
| 2 C | 4 D | 6 A | 8 B |

Part 2

- | | | |
|---------------|---------|----------|
| 9 after | 12 best | 15 apart |
| 10 Everything | 13 goes | 16 out |
| 11 among | 14 from | |

Part 3

- | | |
|------------------|-----------------|
| 17 entitlement | 21 detrimental |
| 18 relaxation | 22 underline |
| 19 ailment | 23 directive |
| 20 contradictory | 24 indefensible |

Part 4

- 25 be worth your while
 26 was taken in by the
 27 all the same to me
 28 goes without saying that this deal
 29 was not put off applying (for the job)
 30 he is not cut out to be

Part 5

- 31 B 32 D 33 C 34 A 35 A 36 B

Part 6

- 37 G 39 C 41 E 43 D
 38 A 40 H 42 B

Part 7

- 44 D 46 B 48 D 50 B 52 E
 45 A 47 C 49 C 51 E 53 B

Paper 2: Writing (Suggested Answers)

Part 1

The two texts look at the issue of whether space exploration is justifiable considering the enormous cost of funding it. There are compelling arguments on both sides of the issue.

On the one hand, space exploration is a major component of scientific progress. It is essential that the progress of science and our understanding of the universe we inhabit is not curtailed purely for economic reasons. It is also true that many of the discoveries made in the space age have led to some of our greatest scientific and technological advances. Were we to put limits on scientific investigation of the universe this could have serious repercussions on the planet as a whole. The

knowledge that we gain could help solve many of the problems we face on earth.

However, it is certainly true that space exploration requires vast amounts of money and there are other problems on earth that do need to be confronted. The 20th century saw a huge rise in earthbound problems such as environmental disasters, serious depletion of resources and a population explosion. These are problems that we ignore at our peril if the human species is to survive. Also, it could be argued that we have an obligation to feed people who are starving rather than spend the money exploring space. There is, therefore, a solid argument for directing some of the funds used on space exploration into other problem areas until such time as some basic issues have been resolved.

In conclusion, space exploration is a worthwhile scientific endeavour and without scientific progress we risk missing the answers to some fundamental questions. This does not mean that space exploration should take priority over everything else and resources must be available to solve some of the most serious problems on the planet.

Part 2 – 2

Dear Sir,

I am writing with regard to your series about community life. I hope the following will prove to be of interest to your readers.

I grew up in Molefield, which was then a new suburb on the outskirts of the city. My earliest memories are of sunny days spent in what seemed to me like a huge garden. At the end of the garden at the back of the house was a small farm where the farmer kept a few cows. Beyond that, there were uninterrupted views of the city. The farm is long gone now, of course; the stream that we used to play in has been buried in a concrete pipe and the trees we loved to climb have been cut down to make way for a golf course.

There have been other changes too. I remember that, in those days, we could play safely in the street at the front of our houses. Now it has become a busy main road with cars and lorries thundering past day and night. Across the road, the open space has been swallowed up by the Fairford housing estate. The small football pitch on the estate is all that remains of the acres of fields that were once there. But not all the changes have been for the worse. I'm told, by old friends who still live there, that the new library is a great asset to the community and there are many more shops and other amenities which are all within walking distance.

I think all my childhood friends would agree with me that it was a wonderful area to grow up in. Speaking personally, I loved it as it was so quiet and we had so many places to play. I also think that, without the traffic and all the problems that brings, it was healthier and safer for children than it is today. But then, progress always has its price.

Yours faithfully,
 Basil Curtis

Part 2 – 3

Cuchina was highly recommended recently as one of the most interesting restaurants in town, if a little hard on the contents of one's pocket. So I was expecting a slap up meal and a great night out with a friend when we managed to book a table.

Unfortunately, the experience was disappointing. The first disappointment was that the table was packed tightly into a corner leaving little room to feel at ease during the meal. Waiting staff simply ignored our requests for somewhere with more room. It was take it, or leave it. The general attitude of staff was to treat customers as if they were beneath them. I know this has been a fashionable ruse of some of the best restaurants recently, to give an air of exclusivity, but I am of the persuasion that I want to be served my dinner by warm, friendly people not rude, arrogant oafs.

All of this might have paled into insignificance if the food had, in any way, matched my expectations. The chef has a reputation for creating excellent and exciting new dishes of modern European influence. What I was served was dull insipid food that did not appear to have been cooked with any great care. I had monkfish baked in clay and my partner venison with a wild berry sauce. They sound exciting but they were very poor fare when served. The cherry on the cake of the evening was an astronomical bill of over 150 pounds for a three course meal for two people.

All in all, it was a most unsatisfactory experience. A restaurant can be forgiven a fault or two, now and then. No one is perfect. However, fine dining should really be an enjoyable night out and the evening my friend and I spent at Cuchina was anything but.

Part 2 – 4

It's easy to dismiss fashion as the most trivial of all pursuits. What could be more shallow or a bigger waste of money than paying extortionate sums of money on flimsy items just because of the name of the label on them? And this does, indeed, characterise much of the world of fashion. But it's not the whole story.

Worldwide the fashion and clothing industry is massive. It creates jobs for people from the highly skilled tailors of Savile Row to the backstreet seamstresses of India. Some people also work in dreadful conditions in factories and sweatshops to produce cheap clothing for Western stores, which is something that needs to be stopped. But there's no argument that fashion is a huge industry and a major economic force because, in the end, we all need clothes.

Is there any difference between simply wearing clothes and following fashion? That's not an easy question to answer because even anti-fashion clothing is a kind of fashion statement. Whatever clothing you chose to buy or wear, it was designed by a fashion designer somewhere. Many people like to claim that people who follow fashion are victims, yet there are few people who don't at least

pay lip service to fashion. Even the most nondescript articles of clothing tend to be within a range of styles that are currently a trend. But fashion isn't something that should be followed slavishly. It's better to pick and choose just the bits you like and create your own style.

Fashion at its best is simply fun. We have to wear clothes every day after all, mainly for practical reasons; but there's no reason why what you clothe your body in shouldn't be a creative act that shows something about your personality.

Paper 3: Listening

Part 1

1 B 2 A 3 A 4 B 5 B 6 C

Part 2

7 role	12 detain
8 known face	13 production line
9 the gap	14 impersonal
10 offences	15 preventing
11 intervene	

Part 3

16 B 17 D 18 A 19 C 20 D

Part 4

21 E	23 C	25 D	27 B	29 E
22 F	24 H	26 C	28 F	30 D

Practice Test 2

Paper 1: Reading & Use of English

Part 1

1 C	3 B	5 A	7 D
2 A	4 D	6 C	8 C

Part 2

9 truly	12 out	15 long/well
10 up	13 to	16 Were
11 without	14 count	

Part 3

17 hearty	21 absurdity/absurdities
18 priceless	22 subsidies
19 renew	23 overcoming
20 mischievous	24 equilibrium

Part 4

25 the more distrustful I become of/ I am of
26 was the strength of the competition
27 was subjected to heavy criticism
28 believe our ears when we heard

- 29 light sleeper means he wakes up/light sleeper, he wakes up
30 dislike is having to call off

Part 5

- 31 C 32 C 33 B 34 C 35 B 36 A

Part 6

- 37 H 39 D 41 G 43 A
38 F 40 C 42 E

Part 7

- 44 C 46 D 48 D 50 E 52 C
45 A 47 D 49 B 51 C 53 B

Paper 2: Writing (Suggested Answers)

Part 1

Smoking creates a huge burden on society in terms of its cost on people's health. Few could deny this. Yet governments struggle to do something about the problem for several reasons.

First of all, making the use of addictive substances illegal does not seem to work. We can see this from history, if we consider what happened in the 1920s when the US made alcohol illegal. It was a complete failure. We can also see that it does not work by looking at what is happening with the war on drugs all around the world today. Drugs are illegal in most places, but they are still being used and sold.

Different forms of coercion does not seem to help much either. Making it harder for people to smoke in public means people might go out less, or go to places that flout the rules. Raising tobacco prices might just make smokers have less spending money for other things. Graphic pictures on cigarette boxes might make people uncomfortable, but they will still smoke. Because smoking is pleasurable for people they become addicted, and appealing to their logic does no good. Also, it seems to be human nature to think that bad things happen to other people, not us, so knowing something is risky is not always reason enough for someone to stop doing it.

In short, it seems like a new approach is needed. Perhaps governments should try to focus on educating young people about tobacco rather than trying to coerce or frighten them into abstaining or by making it illegal for them to use it.

Part 2 – 2

Problems of Seeking Employment

The phrase 'Must have experience' is very common in job advertisements in my country, and these three words

make a lot of young job seekers like myself feel very frustrated. It seems an impossible demand: how can we have any work experience if we have never worked? In order to get a job you have to have experience, but to gain experience you first have to have a job!

Of course, a few companies do provide training, but I think all employers should be required to provide job training for school leavers. After all, nobody would expect schools to turn out experienced electricians, software developers, bank clerks and so on.

Nevertheless, I think schools could help in this matter. If they were to provide more vocational training as part of the curriculum, it would ensure that school-leavers were at least more prepared for the job market. Another thing that would help would be more work placement schemes, where students could, for example, spend a month in a local company learning specific skills and gaining experience.

The other major problem we face is the fact that so many jobs are given to the sons or daughters of the employer's friends and relatives. You might be a brilliant, highly-qualified engineer, but if your father doesn't know the right people, you will probably end up working in the local supermarket – if you find a job at all.

This is plainly wrong. All jobs should be advertised openly in special job centres for young people, staffed by trained advisers, so that we can find the job that suits us and employers can get the best young people to work for them. Then, if we were to enforce all this with tighter regulations and stricter employment laws, we could see to it that suitable candidates for a position stand a fair chance.

One thing is for sure, the situation needs addressing and action needs to be taken now if we are to give youngsters any hope of finding careers. Employers, educators and lawmakers please take note.

Part 2 – 3

The Golden View Hotel

For students on a limited budget, finding suitable accommodation for a summer holiday can be difficult to say the least – not all of us are prepared to camp in a muddy field or share a room with seven snoring strangers in a hostel of dubious cleanliness.

But hotels are notoriously expensive, so I was very suspicious when I read last summer that the Golden View Hotel in the village of Balcombe on the south coast is not only a friendly establishment but that it offers special rates for students during June.

With some trepidation I decided to check it out. The person I spoke to indeed sounded friendly and, yes, they could let me have a room for two weeks at the unbelievably reasonable rate of £35 a week bed and breakfast. There had to be some catch. Would I have to share the room? No, the price was for a single room – a double would cost £45. I booked on the spot.

The hotel itself is up a steep climb inland from the village, which made me wish I could afford a car, as the bus service is very infrequent. But its position means that the views are magnificent. My room was rather small, but the bed was comfortable and everything was kept clean by the friendly staff.

The breakfast on offer is limited in range but you can have as much as you want. No meals are available at other times of the day but there is a small bar providing drinks and snacks in the evenings.

This is a place I would recommend to any student looking for peace and quiet and who doesn't mind some physical exercise. There are only 12 rooms available, so book early!

Part 2 – 4

Dear Editor,

I am writing in response to your recent invitation to all readers of your newspaper regarding your upcoming feature 'things young people today can't live without'. As a young person myself, I would more than love to share my feelings on this topic.

First of all, let me start by saying that, growing up in the age of information, most of us have become completely dependent on technology. Most of us have a desktop computer or laptop in our room that we spend endless hours on each day – either doing homework, social networking or playing games online. We also go nowhere without our mobile phones which we use to call or text friends, go online, and capture and store snapshots of our activities.

In a sense, all this technology is being used to record the days of our lives. Which brings me to my second point – none of us can live without our friends. Whether it's via a social network, email, online gaming or text messages what we are doing is sharing with our friends. We share photos, videos, ideas, news and gaming experiences. Who would we chat with, text or send funny photos to, if it weren't for our friends? All this technology would be boring if it weren't for them.

Most people would like to think we are 'techie' addicts and that we wouldn't survive a second without all our gadgets around. The way I see it, it is our friends that make life interesting and not the other way around. After all, most of our gadgets can easily be replaced, whereas a true friend is one-of-a-kind and irreplaceable.

Yours faithfully,
Anna Smith

Paper 3: Listening

Part 1

1 B 2 C 3 A 4 B 5 B 6 A

Part 2

7 felled	12 prone
8 invader	13 timber yields
9 international trade	14 susceptible
10 oak trees	15 passports
11 40 or 50 years	

Part 3

16 C 17 D 18 A 19 C 20 C

Part 4

21 F	23 D	25 G	27 H	29 A
22 E	24 A	26 C	28 G	30 E

Practice Test 3

Paper 1: Reading & Use of English

Part 1

1 B	3 D	5 C	7 B
2 C	4 C	6 A	8 D

Part 2

9 close	12 about	15 more
10 second	13 do	16 get
11 way	14 mere	

Part 3

17 exclusively	21 official
18 unexpected	22 capitalise/capitalize
19 malfunctions	23 appetising
20 resignedly	24 pampering

Part 4

25 had no choice/alternative but to/other than to
 26 been feeling run down
 27 am full of admiration for
 28 reason why you shouldn't/you can't
 29 no use (you/us/me) trying to
 30 expressed (their/its) strong opposition to

Part 5

31 B 32 D 33 D 34 B 35 B 36 A

Part 6

37 E	39 A	41 H	43 B
38 D	40 C	42 F	

Part 7

44 E	46 D	48 A	50 B	52 D
45 C	47 B	49 A	51 E	53 C

Paper 2: Writing (Suggested Answers)

Part 1

Both texts explore the idea that the popularity of environmentalism is more about following trends than it is about doing anything to combat environmental problems. Most people deceive themselves over how environmentally sound their lifestyles are.

Both writers explore the idea that people are only willing to embrace environmentalism up to a point. It appears that those of us who have the biggest carbon footprints in the developed world might agree to change a few minor habits, such as the kind of light bulbs we use, but few seem willing to make any fundamental changes to lifestyle. The main reason for this is that people do not want to leave the comfort zone of their current lifestyle and therefore avoid thinking about problems too deeply. Another example of this is how people will change to a hybrid car but won't give up their cars entirely.

It could be argued that most are simply waiting to be told what to do by their governments and until then they will continue to pay but lip service to environmental issues. It seems a great many believe that they, as individuals, only need make minor adjustments and it is up to governments and industry to make the major changes. There is a willingness to dismiss how culpable for environmental problems we all are and simply blame 'others'.

In general, it appears most people believe they have no reason to feel a sense of urgency about environmental problems, so they are happy to make themselves feel good with just minor adjustments. There is no overall desire to do anything more drastic because it may threaten current standards of living.

Part 2 – 2

Introduction

This report on the accommodation provided on the recent study trip has been compiled from comments made by the thirty students who visited England. Where appropriate, recommendations have been made to help ensure that future visits will be even more successful than this one was.

Accommodation

Generally speaking, students reported favourably on their host families and all the students expressed their satisfaction with their accommodation. Students say the homes were clean and comfortable, if a little smaller than their own homes. In every case they had their own bedroom and many students had a television in their rooms.

Food

With regards to the meals provided by the families, there were some problems. Some students say that the quantities were inadequate, and others have complained that the food was not to their taste and badly cooked. It is difficult to ascertain how valid these criticisms are as I

personally had no problems whatsoever with the food. However, I must point out that I am more used to English cooking than some of my fellow students are.

Leisure Activities

Quite a lot of free time seems to have been spent watching television, but students say they were happy with this as they feel it gave them an opportunity to improve their English. Quite a large number of families took their students on short excursions and some even treated their guests to restaurant meals.

Summary and Recommendations

Overall, the trip has to be described as extremely successful. It seems that the procedure used to select the host families has worked extremely well apart from the question of meals. I suggest that those students who had problems with the meals should be interviewed in order to establish the exact nature of the problems.

Part 2 – 3

Signs

The film 'Signs', directed by M. Night Shyamalan, stars Mel Gibson in the leading role as a widowed father raising two young children on a farm. The film opens with the family hearing strange noises at night and finding mysterious crop circles in their fields. As the story develops the characters realise that they are threatened by a possible invasion by aliens.

The success of this film lies in its clever use of suspense to scare the audience. There are none of the terrifying, graphic scenes normally associated with films of this genre but this really is a scary film which will send shivers up and down your spine. The director creates an atmosphere of suspense which keeps us on the edge of our seats for the duration of the film. What makes the film even more frightening is that it gives the audience the feeling that all this could really happen.

I find it hard to believe that they are planning to make a sequel to this film, as I do not think that there is a great deal more to say on this subject which has not already been dealt with. Any sequel is unlikely to be a success, for the simple reason that the underlying themes of coincidence and faith could not be dealt with in the same way now that the audience are already aware of them. Another stumbling block would be the characters, who, although highly effective in the original, would lack the sufficient depth to carry the plot for a further two hours. Another problem with sequels in general is that they tend to rely more on special effects in order to make up for the weakness of the plot. The effects in 'Signs' are unobtrusive and give credibility to the alien attack, and I'm afraid a sequel would exaggerate the attack scenes and destroy the effect of the slow build-up.

On the whole, this is a successful film which could very easily be cheapened by a sequel. With talented directors like M. Night Shyamalan, though, you never can tell.

Part 2 – 4**Ballet**

So you think that ballet is only for professional dancers? Or that it's a pretentious thing to do? Maybe it's about time you had a little rethink about just what fun ballet can be and how fit it can help you be.

I started doing ballet classes in my 30s in order to help me recover from a leg injury. I could have done some other form of exercise but I've always found aerobics and other keep-fit programmes very tedious. So, I joined a beginners ballet class instead and it's a decision I've never regretted. Ballet is not only fun to do (it is dance after all), but it's an excellent way to keep fit and develop skills such as good balance and coordination, while also learning the basic techniques of just about every form of dance. Once you have a grounding in the principles of ballet, they can be applied to every other form of dance. Ballet lessons work a lot on the basic technique of the steps. The first half of any ballet lesson is bar work, where the whole class goes through a set of routine movements designed to warm the whole body up as well as developing core body strength, flexibility and basic music skills, such as keeping time to the music. The second half of the lesson is floor work which involves the execution of short sequences of choreographed dance. This part of the lesson is more free form and creative than the bar work. In floor work, you get the chance to show off all the dance skills you have developed.

I didn't take up ballet to become a professional dancer, I simply wanted to improve fitness and flexibility while having a good time. I would recommend ballet to anyone who enjoys music and dancing and is looking for a creative way to keep fit.

Paper 3: Listening**Part 1**

1 B 2 A 3 C 4 B 5 C 6 A

Part 2

7 decimated	12 change together
8 barrenness	13 ecological fitting
9 precipitation	14 conjecture
10 (wonderful) reassurance	15 an opportunity
11 restored	

Part 3

16 A 17 C 18 C 19 B 20 A

Part 4

21 F 23 B 25 H 27 G 29 A
22 D 24 A 26 F 28 C 30 B

Practice Test 4**Paper 1: Reading & Use of English****Part 1**

1 B 3 D 5 A 7 B
2 C 4 A 6 B 8 A

Part 2

9 against 12 Unlike 15 put
10 out 13 one 16 comes
11 most 14 according

Part 3

17 demonstrable 21 exceptional
18 advantageous 22 longevity
19 ethnicity 23 extraversion
20 commonalities 24 indisputably

Part 4

25 told him in no uncertain terms
26 to come up with a solution to
27 was no easy/small matter for me to persuade
28 after putting the phone down did she realise
29 were caught/taken (completely) unawares by
30 was no need for him to be

Part 5

31 A 32 B 33 D 34 B 35 A 36 A

Part 6

37 F 39 B 41 A 43 C
38 D 40 H 42 E

Part 7

44 D 46 A 48 D 50 A 52 B
45 D 47 F 49 E 51 F 53 C

Paper 2: Writing (Suggested Answers)**Part 1**

Both texts look at the role of the media in democratic societies and the fact that access to accurate news and information is crucial to sustaining democracies. There are two sides to this issue.

The first text is a little pessimistic about the future of journalism. The author argues that there is less and less real news, as the media become more orientated to reporting celebrity gossip news rather than reporting on and analysing what our democratic leaders are doing. The writer makes a good point in saying that democracy is weakened if the general public does not have access to analysis and information about important news in the world. However, the writer has only looked at one aspect of current news media.

The second text addresses the fact that although there is increasing celebrity news in the media this does not, in fact, reflect a concurrent lack of hard news. On the contrary, the amount of celebrity news in popular culture simply illustrates that society has a growing hunger for all types of information. In today's society, people have greater access to local and international news than in the past because of the internet. Online news media give constant coverage of news from all over the world. This shows that democracy is very stable in our society.

To sum up, much of the popular celebrity culture spreading through our society is alarming to an extent as it shows that a substantial section of society is not interested in hard news. On the other hand, the situation is not quite so dire because the vast array of information and news available on the internet indicates that the public does want solid news and journalism.

Part 2 – 2

There is no doubt that in these tough times things will be even tougher for students. But fear not, even meagre means can be made to go a long way with a little ingenuity.

One of our biggest expenses tends to be on food. We all need to eat, you might say, so how can we cut back on food? Well, you don't need to cut back on food. What you do need to do is think ahead, plan your meals and cut back on expensive brand name products. You could also eat less meat, which is good for your pocket, your health and the environment. The best way to make the most of your food budget is to buy staples in bulk. So buy the bumper packs of rice, pasta and pulses. The same goes for fresh fruit and vegetables. Buy them in large quantities when you can and store them properly.

The other thing worth looking into is whether you are wasting money on utility bills. First of all, how long are you using the phone? If you are making calls abroad, you might find it cheaper if you use Skype. Then, there are the water and electricity bills. You can reuse a lot of the water that you use for cleaning to flush the toilet. Don't just throw it away. Taking a bath rather than a shower also uses lots of expensive water. Take care, too, not to leave taps running. The same goes for electricity. Keep the heating on a low setting and wear more clothing if it is cold. Do not forget to turn off lights when you leave a room and never leave electrical goods on stand-by.

You would be surprised just how much money you can save by following a few simple rules on organisation around the home. And remember, if it's good for your pocket, it is probably good for the planet, too!

Part 2 – 3

Dear Sir or Madam,

I am writing to express my concerns about the large number of vending machines selling sugary soft drinks both in schools and other prominent areas accessible to young people. In the light of recent revelations about

long term damage to health from soft drinks, I believe this is unacceptable.

There is now irrefutable evidence that soft drinks have played a significant role in the rise in obesity amongst children and young adults. The alarming thing is that this rise in obesity is now threatening to become a health crisis of national proportions. In recent years, young people have become more and more accustomed to a diet based on high fat snacks, sugary drinks and fast foods. It is therefore essential that some measures be taken to address the problem and prevent this health crisis from deepening.

In my view, there are two major steps the council must take to tackle this problem. The first is to remove vending machines from all schools, colleges and youth centres in the town. It is quite simply wrong for the council to be involved in the promotion and sale of such harmful products to young people. The vending machines can be replaced with kiosks selling healthier options, such as mineral water and fresh juices. Secondly, the council must also instigate a campaign to promote a healthier lifestyle and diet. It is the council's duty to ensure that it is not involved in promoting lifestyle choices that have been proven to be harmful.

To conclude, I believe that the council should show a greater sense of responsibility to the young people of this town and ensure that, wherever possible, they are not exposed to products that are detrimental to their health. I hope you will give my suggestions serious consideration.

Yours faithfully,
C.M. Jenkins

Part 2 – 4

If you've ever thought that documentaries make less than riveting television and prefer to switch over to your favourite crime series, then I'd suggest that you haven't seen an episode of the latest historical documentary series 'Romans in Britain'.

This is television at its best, utterly fascinating, and like all the best detective series, the end of each episode leaves you dying to know what happens next. The presenter, Jane Briars, has received some criticism for not being as polished and well-dressed as most female TV presenters. But few other presenters are a Cambridge don with a mind as lively and interesting as Jane's. Each week she reveals the next part of her story with wit, intelligence and fascinating insights into life at the time. That beats wearing a fashionable dress any day of the week.

What this series does is what all good documentaries should do, which is inform and intrigue. A good documentary is first of all entertaining. It's no good watching something that is ultimately uninteresting and fails to hold your attention. But 'Romans in Britain', like many of the new documentaries produced today, doesn't fall into that trap. It's good, lively television viewing that makes you interested in the facts because of the

entertaining way they are presented. It also gives you a real thirst for knowledge. Good documentaries should always leave you wanting to find out more. This is what makes 'Romans in Britain' one of the best in the genre.

So, if you happen to be in this Monday evening and you haven't seen 'Romans in Britain' before, then treat yourself to a fine evening's worth of top class television. You won't regret it!

Paper 3: Listening

Part 1

1 B 2 C 3 B 4 A 5 A 6 B

Part 2

7 burden	12 feed on
8 (fresh) water	13 no (other) alternative
9 lodge	14 reinfection
10 aquatic snail	15 profitable
11 coincided	

Part 3

16 C 17 D 18 D 19 C 20 B

Part 4

21 D	23 A	25 H	27 C	29 E
22 B	24 E	26 F	28 A	30 B

Practice Test 5

Paper 1: Reading & Use of English

Part 1

1 A	3 B	5 D	7 B
2 D	4 D	6 A	8 C

Part 2

9 off	12 cause	15 running
10 of	13 through/via	16 with
11 times/worst	14 either/often	

Part 3

17 unrivalled	21 captivating
18 transfixed	22 enlightening
19 instantaneous	23 outdone
20 spectacular	24 remarkable

Part 4

25 came as no surprise to hear that/came as no surprise to me to hear
 26 for Mary's help, they would not have been
 27 after spending hours reading did he start/begin
 28 suddenly dawned on me
 29 were held up by road works
 30 with a view to growing/in view of growing

Part 5

31 C 32 D 33 C 34 A 35 B 36 A

Part 6

37 E 39 A 41 B 43 D
 38 H 40 F 42 G

Part 7

44 C 46 A 48 D 50 A 52 B
 45 A 47 C 49 C 51 D 53 B

Paper 2: Writing (Suggested Answers)

Part 1

Most people have a childhood memory of an exciting trip to the zoo. I remember having a fantastic time, but also feeling a little bit sad for some of the animals in the cages. With time, it has become even more apparent to me that zoos are usually not for the benefit of the animals.

First of all, a zoo is usually an unnatural and unhealthy environment for animals. The animals are generally inactive; they cannot hunt, forage or interact with other members of their species as they would in nature. Often they are housed in cramped cages and they often exhibit signs of stress or even trauma, such as pacing and indifference to their surroundings. We could even say zoo animals often seem depressed.

It could be said that zoos are solely for the benefit of people. They seem to cement our views of ourselves as superior entities (that are) entitled to dominance over animals. More innocently, perhaps, zoos appeal to people mostly for their entertainment value. Most visitors are more interested in gawking at the cute or frightening or silly behaviour of the animals than they are in reading educational placards about them. Learning may be possible at a zoo, but it is certainly not required! An extra consideration is that most zoos are businesses. After all, they have to make money and this means giving people what they want. Often, what people want is not in the animals' best interest.

In conclusion, I think we must be sceptical about zoos. We should examine our reasons for visiting them, and try to, at least, remember that the animals they contain are wild creatures that deserve freedom and respect.

Part 2 - 2

Introduction

The purpose of this report is to ascertain to what extent students at the college are socialising until late during the week and whether this might be affecting their course work. The report is based on information provided by a small but representative sample of ten students.

Going-out behaviour on weeknights

The majority of the students claim that they are unlikely to stay out until late during the week unless there is a particular function, such as a concert, that they wish to attend. Most claim that they rarely return home after 10pm during the week. A small proportion of the students interviewed did admit to sleeping at late hours. These were the students who spent a lot of time on the internet or playing computer games.

Going-out behaviour on weekends

All of the students admit to staying out late to socialise at weekends. Friday night and Saturday night, in particular, were the nights that most students were unlikely to return to their halls of residence before the early hours of the morning. Most claimed that they were unlikely to go out late on Sunday evenings, as they were usually tired after a busy weekend social life.

Impact on coursework

All of the students claim that their social life has not affected their coursework, although this does seem unlikely in the case of the small proportion of students who do keep late hours during the week. However, there does not appear to be a significant problem for the majority of students.

Conclusion

It would appear that excessively late midweek socialising is not an issue at the college. Most students are conscientious and wish to do well on their courses. The small proportion of students who do have a problem with late nights might well benefit from some counselling and general advice about time management.

Part 2 – 3

The first album I ever bought was *Parallel Lines* by Blondie. It was a seminal influence on my taste in music and an album that remains very special to me to this day.

At sixteen, I got my first weekend job in a busy cafe. I hated the job, but I loved having money of my own. The money I earned got me the clothes I wanted, such as my silver grey snakeskin trousers and the music I wanted to buy, which was punk rock and new wave. At the time, I thought of Blondie as a very alternative new wave punky American rock band. They looked very cool as a band, especially the lead singer Debbie Harry. And the music was simply great to dance to. I'd listen to my favourite songs such as "Heart of Glass" and "One Way or Another" over and over again.

I still think this is a very special album and so do lots of other people, too. It's widely regarded as being in the top ten or twenty best albums of all time. I don't really think of it as such a hardcore album any more, though. Now when I listen to it, it seems very light and poppy. But that doesn't, in any way, lessen my enjoyment of some very classy songs. It might be pop, but it's pop at its best.

Perhaps I'm like one of those old dinosaurs of rock who never grow out of one music style, but I still like a lot of the music I listened to in my teens. I still listen to alternative

styles of rock music and very little mainstream music. So, I can't imagine I'll ever go off my Blondie album.

Part 2 – 4

It was with great distaste that I forced myself to tune into the latest episode of what seems like the umpteenth interminable series of *Celebrity Big Brother*, a so-called reality show that bears no relation to anything at all in existence in the real world. Or, at least, not the one that I know.

As per usual, the Big Brother House is packed full of Z-list celebrities, who spend their time posing and preening in front of the cameras, bickering incessantly with their housemates and displaying their vain, arrogant and childish behaviour to the world at large for a large sum of cash. Now, I perfectly understand why the contestants take part; money and publicity will attract most of the lower ranks of the celebrity world into participating. What I cannot for the life of me fathom is why this dross continues to receive pretty good ratings.

I can only assume that the constant diet of reality television over the past decade has turned most viewers' minds to mush and people will watch pretty much anything, if it allows them to gawk at, or ridicule, the tiny and, I would argue, insignificant section of modern society known as celebrities. It is incomprehensible to me that anyone would wish to spend a precious evening of their free time watching people sitting around in a house that has been shut off from the world. I assume that it is in some way the modern equivalent of curtain twitching and serves some social and psychological purpose.

I do not think this development in television bodes well for the future of our society. This is simply trash TV and the effect on the general public is insidious in my view. Personally, I'd ban these shows if I could.

Paper 3: Listening

Part 1

- 1 C 2 B 3 A 4 A 5 C 6 A

Part 2

- | | |
|----------------------------|---------------------|
| 7 roots | 12 feeding |
| 8 bacteria | 13 apply them (too) |
| 9 strength and flexibility | 14 inhabiting |
| 10 itch | 15 environmental |
| 11 live on | modifications |

Part 3

- 16 D 17 B 18 C 19 B 20 C

Part 4

- | | | | | |
|------|------|------|------|------|
| 21 C | 23 H | 25 A | 27 G | 29 E |
| 22 B | 24 E | 26 B | 28 H | 30 C |

Practice Test 6

Paper 1: Reading & Use of English

Part 1

- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 C | 5 C | 7 D |
| 2 B | 4 B | 6 C | 8 A |

Part 2

- | | | | |
|---------|-------|---------|---------|
| 9 out | 11 of | 13 line | 15 in |
| 10 make | 12 be | 14 to | 16 more |

Part 3

- | | |
|-----------------------|----------------|
| 17 extravagance(s) | 22 unbalanced |
| 18 misrule/unruliness | 23 conspiracy |
| 19 tyrannical | 24 succession/ |
| 20 unspeakable | successor |
| 21 descendant | |

Part 4

- 25 up destitute if he had stopped/given up/had he stopped/given up
- 26 by far the most exciting film
- 27 went to great lengths to
- 28 no telling how she will react to/what her reaction will be to
- 29 the event of rain.
- 30 not entitled to a refund/money being refunded

Part 5

- 31 C 32 A 33 C 34 B 35 B 36 B

Part 6

- 37 H 39 B 41 G 43 E
- 38 F 40 A 42 C

Part 7

- 44 B 46 B 48 C 50 E 52 D
- 45 A 47 A 49 A 51 E 53 C

Paper 2: Writing (Suggested Answers)

Part 1

The question is whether advertisers should be allowed to use airbrushing techniques to enhance the looks of models in order to help sell products. Both texts make good points from either side of the argument.

On the one hand, airbrushing is a legitimate tool. It is really no different from the judicious use of lighting in photography and clever make-up, which have always played a part in the production of magazine and billboard advertising. Furthermore, consumers are aware that these techniques play a major role in the creation of images in advertising. There has been no attempt by the industry to pretend that airbrushing is not used and it is also insulting

to people's intelligence to assume that they are constantly duped by the advertising industry.

On the other hand, it can be argued that knowledge of airbrushing does not affect the subconscious power advertising has on people. Young people, especially, are susceptible to the negative effects of its influence. Advertising is a very powerful medium and it is contributing to the negative image that many women have of themselves as being imperfect in comparison with the impossible perfection of images of airbrushed models.

In conclusion, it would seem a little drastic to ban airbrushing entirely but there should be limits to the extent it is used and especially to its use in creating unduly unrealistic images of perfect beauty. It would also be a good idea if all adverts using this technique had to declare it in large lettering on the advert itself.

Part 2 – 2

Dear Sir,

It was with a growing sense of dismay that I read about the new plans that are supposedly designed to attract greater numbers of tourists to our area. In my opinion they have been poorly thought out and are likely to cause as many problems as they solve.

Although there is no argument that an increase in tourism would lead to increased employment in the area, which would be a very good thing, the current plans would also lead to a substantial increase in traffic congestion and, subsequently, air pollution. The town council proposes building a large new road from the motorway to the centre of town and to increase the size of the coastal road that runs alongside the promenade. Both of these proposals seem to me to be counter-productive, in that high pollution and major traffic congestion will not make the town attractive to potential visitors.

A better solution, to my mind, would be to build a road from the motorway as far as the outskirts of town only, develop underground parking (which would also bring in a lot of revenue) and place the emphasis on the development of public transport. There is much room for improvement in the number of bus services to the town centre and also better rail links would bring in many more visitors to the area. Development of the coastal road would potentially ruin the town's greatest asset, the promenade. We want to encourage more people to the beach area but without causing huge amounts of traffic and air pollution. Better public transport is the key.

I hope the council reconsiders the current plans and I look forward to reading other readers' letters on the subject.

Yours faithfully,
Charles Tately

Part 2 – 3

Starting school was a double shock for my system because I was not only new to education but to the country itself, as I'd spent my early pre-school years abroad with my

parents. We only returned for me to receive a British education.

For my first day at school I dressed in my crisp new uniform with the obligatory blazer and stiff peaked cap. I felt proud of my dashing attire and sure that my knobby knees were improved by the stylish grey shorts boys were required to wear. Mother accompanied me only as far as the gate and abandoned me to my fate as a new boy. Luckily, I was blissfully unaware of what a tough, cruel world the British classroom and playground often was. I was simply intrigued by my new surroundings and quite excited about what the future had in store for me.

What my immediate future had in store for me was the mockery of my classmates and some unpleasant bullying from the boys in the year above, who felt it their duty to make at least one new boy as miserable as possible. The first couple of days, I was too shocked by my mistreatment to react but by the last day of my first week I had had enough. What set me off was one of the older boys deliberately knocking my treacle pudding out of my hand as I walked to the dining table. I'm very fond of treacle pudding, so I was furious. I simply swung round and punched the brute straight on the nose. He was taken to the nurse to staunch the bleeding and I was sent to the headmaster's to receive my punishment.

Needless to say, I was never troubled by any of the bullies again and it wasn't long before I found my place in that small society and built up my own little circle of friends.

Part 2 – 4

Swedish crime writing has become immensely popular in recent years and at the forefront of that popularity is the character of Inspector Kurt Wallander, created by Henning Mankell. One of my favourite books of the series is *Dogs of Riga*.

The main action sees Wallander travelling to a still communist Latvia in order to help the local force solve the murder of one of their colleagues, who was killed after returning from a trip to Sweden. As usual, the book has all the suspense of the best crime writing, as it slowly pieces together the puzzle of the murder. Added to this is an interesting picture of the final days of the Soviet regime in a Baltic country and a very exciting climax to the tale.

What makes the Wallander books a cut above most crime writing is, firstly, the strength of the main character. Inspector Wallander is a very believable person. He is engaging, intelligent, bad-tempered and far from perfect. The other thing that makes Mankell's books so engaging is his beautiful descriptions of place that really help you to feel you have entered the world being described. Of course, the clever plots and story lines are important, too. Once you pick up a Wallander book, they are very difficult to put down. This is especially true of *The Dogs of Riga*, with its mixture of brutal crime, political machinations in the dying Soviet regime and a bittersweet love story thrown in for good measure.

Swedish crime writing has helped to create a European revival in the genre and much of that is down to Henning Mankell's likeable inspector. *The Dogs of Riga* is a great introduction to this genre and to the Wallander character too.

Paper 3: Listening

Part 1

1 C 2 C 3 B 4 B 5 B 6 A

Part 2

7 history	12 tunnels
8 rummage	13 run off
9 completely	14 global warming
10 intestine	15 factors
11 (plant) nutrients	

Part 3

16 C 17 B 18 A 19 A 20 B

Part 4

21 E	23 F	25 G	27 E	29 A
22 A	24 H	26 B	28 H	30 G

Practice Test 1 – Paper 4 Speaking

Part 1

Interlocutor: Good morning. My name's Emily Stuart and this is my colleague, David Akins. And your names are?

Teodora: Hi, I'm Teodora.

Gabriel: And I'm Gabriel.

Interlocutor: Thank you. Could I have your mark sheets, please? Thank you. Now, to start off, we'd like to know a little about you. Where are you from, Gabriel?

Gabriel: I'm from Hungary – from a town called Tata ... about 70km from Budapest. But I've been living in Edinburgh for six months now.

Interlocutor: Teodora, where are you from?

Teodora: I am from a big city – Bucharest in Romania.

Interlocutor: What brought you to Edinburgh, Gabriel?

Gabriel: My studies. I'm here with the Study Abroad programme. I am half-way through my degree in Engineering back home – specialising in Earth Sciences. The University of Edinburgh had a great course I felt I needed to do – Geomagnetism. So far, I have enjoyed my stay and am thinking of completing my degree here.

Interlocutor: Are you studying as well, Teodora?

Teodora: Not at the moment. I'm on a gap year. I thought I'd visit some relatives here and brush up on my English and consider my options about the future.

Interlocutor: OK. Thank you. What would your dream job be, Gabriel?

Gabriel: Well, I guess it would be a position in direct relation to the environment. The Earth's movements and

energy are both fascinating to me – so maybe I could monitor this movement and energy and help scientists understand the Earth better.

Interlocutor: Uhm. Teodora, do you think it's important to learn about other cultures?

Teodora: Oh definitely! I believe the study of another culture gives us a deeper understanding of not only who they are but who we are as well. It also helps to wipe out certain stereotypes that have been unfairly attached to a certain group of people. The more you understand about another culture, the more you understand what little differences there are between you and them.

Interlocutor: OK. Thank you.

Part 2

Stage 1 (Suggested Answer)

Candidate A: Well, let's see. In the first picture the children are obviously in a cinema or a theatre and they all look very happy to me. What do you think?

Candidate B: Yes, you're right, I think. They must be enjoying whatever it is they are watching because they are all laughing or smiling – except for this boy in the blue shirt! Why do you think he has got his fingers in his ears? He almost looks frightened, doesn't he?

Candidate A: I don't know – perhaps he thinks there's going to be a loud noise. You know, like a big balloon bursting, perhaps. What about the other picture?

Candidate B: Well, again, they seem to be enjoying themselves but seem to be little reserved. I think perhaps they are going to put on a show of some sort – at their school perhaps.

Candidate A: They don't look as excited as the children in the first photograph, but I think they're happy because all children love dressing up. They're probably smiling because the photographer told them to – it's not a natural photograph like the first one.

Stage 2 (Suggested Answer)

Candidate A: OK. We've said that in the first picture they are watching a performance of some sort and in the last one they are probably going to take part in a school play or something. Now let's decide what the children are doing in the other two pictures. What about the second picture? They're in a playground, aren't they? And the third picture shows two children painting, right?

Candidate B: Yes, and they all show things that children like doing. So let's talk about the benefits children get from these activities. I think it is very good for children to be able to play on the climbing frame we can see here because it's good exercise and it gives them confidence.

Candidate A: Why do you say it gives them confidence? Do you mean that they will be less frightened of heights?

Candidate B: Yes, I think so, and that's important because children must learn how to cope with their fears. Plus, they get to be out in the open air. What do you think about painting? I know children like drawing and painting, but I don't think it is particularly beneficial.

Candidate A: I'm afraid I don't agree with you because I think it helps children to express themselves and develop their imagination. I know that sometimes psychiatrists study children's paintings to see if they have any problems, so it seems to me that it is important that children are given the opportunity to be creative in this way. But I don't think a whole school event can be based on just painting.

Candidate B: It's a bit like acting then, isn't it? That's creative! I think this activity is probably the most beneficial because it helps give children confidence in themselves if they have to stand up and perform in front of an audience.

Candidate A: Yes, I agree with you there. I remember I was very shy when I was in junior school and at first I didn't want to be in the school play because I hated the idea of everybody looking at me! But in the end I enjoyed it and I felt a lot more sure of myself afterwards.

Candidate B: Right so we've agreed on one. What about taking children to the theatre or cinema? Is that very beneficial? I remember we went to the theatre quite a few times when I was at school, but I think we just saw it as an escape from lessons! I do remember once we were taken to see a film about the period of history we were studying – that was beneficial, I think.

Candidate A: I think it is good for children to do things like that together rather than go with their parents because I think they enjoy it more that way. This is a purely recreational activity, so, I think the other important activity is this one where the children are getting physical exercise. That is very important, I think.

Candidate B: So do I. So we're agreed then! Physical exercise and acting will really be enjoyed by the pupils and are the two most beneficial activities for them.

Part 3

Prompt Card (a) (Suggested Answers)

Candidate A: Well, I think that people these days learn a foreign language – and often more than one – for a number of reasons, and not just the ones suggested here, either. First of all, let's think about employment. It's true that, with modern communications and globalisation, international tourism and so on, people from different countries have more direct contact with one another than in the past. If you want a job which will involve some form of international contact or other, then being proficient in one or more foreign languages has become a basic and essential qualification. It's no longer a bonus that might give you the edge over other applicants for the same job. I don't mean that a manual worker, for example, needs such knowledge, although, when you think about it, with an increasing number of migrant workers, even they need to know how to speak and understand the language used in the country they are working in.

I've already mentioned communications, which I think is inseparable from international business and the Internet. Here it is not so much knowledge of a foreign language that is desirable but a good knowledge of English because this is the language used for most international business and

Internet traffic, whether we like the idea or not. Of course, this gives native English speakers an advantage over the rest of us, and perhaps explains why English people are said to be bad at learning foreign languages themselves!

As for learning a foreign language for personal interest, well, I suppose that might be true for a small number of people who have plenty of free time and who are genuinely interested in foreign languages as an intellectual pursuit. But I think for the majority of us the reasons are more practical – getting a good job, as I have said, or just wanting to be able to communicate with people when you are on holiday. We know that a lot of English and German people in particular buy homes in Greece or Spain for their retirement and I am sure they try to learn Greek or Spanish in order to communicate with the local people.

I think if you have contact with a person whose language you do not speak then you almost feel obliged to learn that person's language because it seems impolite somehow not to make the effort when that person has taken the trouble to learn your language.

Candidate B: I think it is for historical reasons. We know that at one time England colonised many parts of the world and many of those colonies have become big and important countries today. If that had not happened then another language would have become dominant – probably French or Spanish. Most people in South America speak Spanish, for example, and I think it's the second most common language in the United States of America.

Candidate A: (Ss' own answer)

Prompt Card (b) (Suggested Answers)

Candidate B: Oh dear, I'm not really an expert on the Internet! I mean, I've used it sometimes at school, but I don't have a computer at home so most of my information is second-hand, I'm afraid. Obviously, there is a vast amount of information to be found on the Internet – that's one of the things they showed us at school – and I think it is very useful if you want to research some topic or other for an essay, for example. I think you have to be careful, though, because you cannot be certain that all the information you find is accurate or true. By that I mean that if you look up a subject in a good encyclopaedia then you can feel pretty sure that the information you find will be, you know, correct, but people can write whatever they like on the Internet, can't they? So I think you have to be extra careful to check that the information you find comes from a reliable source.

I know that a lot of people use the Internet to buy things like airline tickets and so on. You can find cheap flights, I think, and that is obviously a good thing if it helps to keep prices down. It saves people time, too, because you don't have to go out of your home to find what you want and so you see more and more companies including their website addresses in their adverts, so it must be good for business! Thinking of business in general, I would imagine that big international companies find it useful because they can send information to their offices around the world quickly and cheaply.

That's one of the other things about the Internet – if you have a computer and can connect to the Internet then you

have an address that people can use to send you messages and you can write to people all over the world. Some of my friends do that; they have made friends with people in other countries and they send each other e-mails and even photographs, even more so through their social network from what I hear. I find that amazing, really.

Of course, I think there is a danger here because I think a lot of people, young people especially, spend too much time on the Internet. It's called surfing, I believe, and it means that people who do this are just looking at things on the Internet rather aimlessly – like flipping through the pages of a magazine when you've got nothing better to do. I think that is bad because it means that these people aren't really communicating with anybody, just staring at a screen.

Candidate A: No, not really. All right, I know it can be very annoying when you're on a bus for example and somebody's mobile phone keeps ringing and they then have a loud conversation with their friend. But on the whole, I would say that they are very useful and there have been a number of cases where they have actually saved lives. I remember reading about a young couple who were lost on a mountain. They were able to find them because the girl had her mobile phone with her.

Candidate B: (Ss' own answer)

Candidates A & B (Suggested Answers)

These questions will be directed at either of the students where one will make the initial response and the other one will react to that response.

- **Candidate A:** Well, obviously we all get information about what is happening in the world much more quickly than in the past and I think that is a good thing because as a result I think society has become more caring in a way. When we hear about children starving in Africa and other places then we give money to charities which can help them. I don't think that would have happened before the days of television, for example.

Candidate B: Well, I can't argue with that – I mean word gets around faster, especially in times of natural disasters, and support to the victims can reach them faster too. Apart from that, I believe modern communication has revolutionised how we keep in touch with people on a daily basis. We all carry a mobile phone making us accessible at all times of the day and night – something that was impossible before. We also get to speak with friends and family in real time through video calls available on our social networks. So, I'd have to say that this has had a positive impact on society due to the fact that we now are closer to the people we love even from a distance.

- **Candidate B:** I'm not sure. As we just said, we know more about what is going on in the world, and perhaps we understand more about other cultures and the way other people live. At one time I suppose most ordinary people only thought about their own immediate world and just assumed that everybody

else in the world lived the same sort of lives as their own – or perhaps they believed stories like the one about the streets of London being paved with gold! We know differently now, of course.

Candidate A: I'd say it's also what has promoted widespread tourism. What was once a hobby of the few, has now become a must for a greater part of the population. There are so many travel shows on TV and travel blogs on the Net, bringing you details about a place you would never have known about before. That's what I believe has boosted tourism to greater heights. I especially enjoy reading travel blogs – they tend to mention places and make suggestions you wouldn't normally find in a travel brochure. The media now also delivers up-to-the-minute news reports of world events as they unfold, which makes us instantly aware of any political unrest in a country we may be planning to visit.

- **Candidate B:** I would imagine that the equipment we use will become more sophisticated and capable of doing more things – already we have mobile phones which can take and send photographs to somebody on the other side of the world. I think, too, that the trend will be towards more and more miniaturisation. I just hope that things will become easier to use – already I have problems using my mobile phone because I'm not sure what some of the functions are supposed to do.

Candidate A: I couldn't agree with you more – some of those applications are impossible to use. And I have to add that recent restrictions on the Internet are making life difficult for anyone trying to do research. You now have to 'login' to almost anything you want to use. So, I also do hope they simplify things as (Candidate B) said. I believe we will all have implants at some point – you know, micro chips – which will be connected to some information base that we will be able to tap into and withdraw what we need in an instant. I read we may even be able to call others by simply moving or snapping our fingers. I don't know if we are ready for such advanced technology and can't imagine how it would affect communications.

- **Candidate A:** Personally, I don't think that is likely to happen. It's true that some languages are no longer spoken – Latin, for instance. But I cannot really see that one day we will all be speaking the same language because languages change over time. Already there are differences between American and British English and the day may come when they can no longer be described as being the same language. No, I think that, although the number of languages in the world may decline, the important languages will remain.

Candidate B: You know, I'm not so sure. I think languages are already being wiped out. Look at how texting has altered our language. We use abbreviations like 'LOL' and 'brb' which derive from the English language – and this seems to have entered our spoken language too. If you're a gamer, which many young people are, then you know that the gaming language is English. So, I'd have to assume that one day we might

all be speaking the same language which would facilitate communications, of course.

Practice Test 2 – Paper 4 Speaking

Part 1

(See Suggested Answer Practice Test 1, Paper 4 – Speaking, Part 1, pp. 15-16)

Part 2

Stage 1 (Suggested Answer)

Candidate A: Let's see now. I think this picture shows a dry river bed or a lake somewhere. What do you think?

Candidate B: Yes, it must be something like that – or a dried up reservoir, maybe. If it's a reservoir then we could say that it shows how important water is to man. We not only need it for drinking, but for washing, cooking – and industry, of course.

Candidate A: I agree, but I don't think it matters very much whether it's a river or whatever. The main thing is that it shows how important water is to life. This plant will die soon if it doesn't rain.

Candidate B: You are right – and the fourth picture is similar, isn't it? It clearly shows us how important water is for wildlife because it shows two zebras drinking in what looks like barren landscape.

Candidate A: Yes, that one's rather obvious, isn't it? But it's not just wild animals – both pictures together show us that all living things need water to survive. If there was no water, there would be no life on Earth at all.

Candidate B: Yes, and there certainly doesn't seem to be much water for the animals in this picture – and there are no plants at all.

Stage 2 (Suggested Answer)

Candidate A: Well, let's start with the first picture. I think it is showing us how important it is to conserve water so that plants will grow to be strong and healthy, but I don't think it would be a good choice for a poster on water conservation – there's just too much water here and everything looks so idyllic. What do you think?

Candidate B: Absolutely – people would just say to themselves 'what a lovely place' and think that there was no problem at all! This second picture though, really strikes me. I find it quite frightening in a way because it shows what can happen to the ground when there is no rainfall – when there's a drought in other words.

Candidate A: Yes, it's quite dramatic, isn't it? It definitely shows people how important it is to conserve water. I think it would be even better if it did not show this one green plant growing, though. It would be more effective if the plant were dead – or dying, perhaps.

Candidate B: I'm not so sure about that – I like the contrast somehow. I agree with you that it would make an

excellent poster and I think that single green plant adds a glimmer of hope for rebirth – but also emphasizes its struggle to survive. What about the third picture? These fish are dead, aren't they? Perhaps the water has been polluted with something which killed the fish.

Candidate A: Probably. And so the picture shows us how important it is not to pollute streams and rivers. Do you think that would make a better poster for water conservation than the picture with the two zebras?

Candidate B: I'm not sure. The fourth picture is good, I think, but it's similar in a way to the second one, isn't it? I mean, they both show very dry areas, so perhaps the third one would be better because it shows how important it is to keep our water clean.

Candidate A: Personally, I think the one with the zebras drinking is the better of the two. It's easy for people to imagine what will happen to the animals if the water dries up entirely and it also suggests to me that the animals have very little water to drink even now. There's just too much water in the third picture – polluted or not – and everything looks too green. Rather like the first picture in a way. It also highlights pollution more than conservation.

Candidate B: Well, I think we're just going to have to disagree on this one. At least we agreed on the second picture, the one with the plant.

Candidate A: True – but I still think that that one would be better if the plant didn't look quite so healthy!

Part 3

Prompt Card (a) (Suggested Answers)

Candidate A: I don't think that people have suddenly started attaching more importance to a good education than in the past, but I think it is easier for people to obtain a good education nowadays. As little as a century ago many people were forced to leave school before they had learned how to read and write because they were obliged to go to work to earn money to help their poor parents. It is only relatively recently that laws have been introduced to make the employment of children illegal, and of course I think it has only been possible to do that because people started to earn enough money to live on without forcing their children to go out to work.

It is true, though, that the job market today is extremely competitive and parents often want their children to have a better education than they had themselves because they think that then their children will be able to get a better job. I must admit that I am not convinced by this because there are more people with university degrees, making it more difficult for them to find a job. I can give you an example here. My local corner shop owner was very proud of the fact that his son was studying mathematics at university, but that son ended up running the shop for his father because he couldn't find a job where his knowledge of mathematics was required. On the other hand, my neighbour's son didn't go to university and he works as a very successful plumber and enjoys a high standard of living.

So I think that the belief that a good education will give you better employment opportunities is a fallacy because there are too many educated people chasing too few jobs. I agree that everybody should have the chance to go to university if they want to and can pass the entrance exams, but if everybody had a university degree then nobody would want to work as a shop assistant, for example.

Of course, if you do have a good education, then it is true to say that a wider range of jobs are available to you, so in that way you do have greater personal freedom, but I think a good education is not only about getting a good job at the end of it – at least, it shouldn't be. To me a good education means learning to be a more informed, more sophisticated person.

It's true that social status is a factor, but as I mentioned before, I think this comes from the parents mainly. I think a lot of parents are proud to be able to say that their son or daughter is at university or has qualified as a doctor, for example, because, let's face it, people enjoy the prestige that comes with such things and such parents would probably feel ashamed if their children did not go to university.

Candidate B: I think that if you want to study, then you should study a subject you like, definitely. First of all, if you are interested in a particular subject then you are more likely to be good at it and so you will probably excel in the field. In that way you may be able to kill two birds with one stone – do well in a subject you like and get a good job which you will enjoy as a result!

Candidate A: (Ss' own answer)

Prompt Card (b) (Suggested Answers)

Candidate B: I presume that this question really means what can older people do to keep mentally active, because I don't think schoolchildren or young people have a problem with this!

It's true that people's mental processes can slow down as they get older and of course there are some diseases which can affect old people and I guess there is not much that can be done about that, but on the whole I think we are wrong to assume that just because a person is old they are no longer as clever or quick-witted as they used to be.

I don't think reading by itself is a particularly good way to keep your brain active because it is essentially a passive activity. By that I mean that if people read for pleasure alone then it is easy for their minds to drift away from the book, I know that from my own experience, so there has to be a purpose to reading – learning about a new subject, perhaps, something that has a practical outcome. I remember my grandfather used to solve complicated mathematical problems just for the fun of it and he was a great help to us with our maths homework! I think everybody should have a hobby and for people to keep their minds exercised that hobby should require a certain amount of mental effort. Rather than just following a pattern to knit a woollen jumper for example, it would be better if the person were to design the pattern and write instructions for others to follow.

In a way, I suppose this is linked in with the idea of learning new skills which I think is the best way of all to keep mentally active. Whenever we learn something new, or learn how to do something new, then we have to use our brains and that is a good thing. There have been examples of people going back to university when they retire and I think there were some people who recently got their degrees from university when they were well into their eighties. It doesn't have to be learning an intellectual skill, either, learning about computers or something of that sort will also help keep people mentally active.

There are other things that people can do too. Chess is a very good game for the brain and it has the added bonus of involving some social contact which is also important. Solving cryptic crosswords and doing other puzzles are other good ideas, but perhaps the most important thing of all is that people should not be made to feel that they are over the hill, as they say, because as we know, you are never too old to learn.

Candidate A: It is very important, I think. There is a saying that 'all work and no play makes Jack a dull boy' and that is very true. If people do not have enough free time for their own interests then I think that their ability to do their work well is impaired. The brain simply gets too tired to function properly.

Candidate B: (Ss' own answer)

Candidates A & B (Suggested Answers)

These questions will be directed at either of the students where one will make the initial response and the other one will react to that response.

- **Candidate A:** Oh, I think learning things by yourself is the best way to learn! I'm not saying it's possible to learn everything this way – I would definitely want somebody to teach me how to fly a plane, for example – but generally speaking I think that the things you discover for yourself are more likely to stick in your mind. I can give you an example of this. I taught myself how to use a computer and have never had any problems, but other people who have been on training courses simply don't seem to remember all the things they were taught.

Candidate B: Well, you mentioned instructors in your examples – and I see your point regarding that – but, the question referred to teachers which I think is slightly different. I mean, yes I'm sure we can learn anything we set our minds to but I don't think we can dispense with teachers altogether. You can't expect young children to sit and learn school subjects on their own. However, I do think there should be a revolution in teaching where, instead of the teacher actually telling the students what they have to learn, they are there as a kind of guide to help each student discover knowledge through research or through trial and error. I think today's children are smart enough to do that. Imagine the possibilities!

- **Candidate B:** I firmly believe that the sooner a child starts learning a foreign language the better. A lot of people are afraid that if children start too soon then somehow they won't learn their own language properly. I think that is nonsense. I have two friends who have a Danish mother and a French father and they speak English, French and Danish. They learnt English because that is the language their parents use at home to speak to one another!

Candidate A: Hmm ... I'm sure if a second language is spoken in the home, a child can learn to speak it fluently. But, I think learning a second language at school at a young age would not have the same effect. You know ... the child would have no one to practise it with when they go home. Although I do believe that the younger a student takes up a foreign language, the more familiar and comfortable they will be with the language. Of course, I suspect it depends on the child and his or her abilities to absorb new information.

- **Candidate A:** I agree with that. Unfortunately, we seem to have the idea that as soon as people retire from work then their ability to do anything useful, or learn anything new, is lost to them. That is simply not true, in my opinion. We might not learn as quickly when we get older, but I believe that as long as we keep exercising our brains then they will keep working.

Candidate B: I don't think it's only about exercising our brains. I think this question can also refer to learning experiences. You know the saying, 'you can't teach an old dog new tricks' – well, I tend to disagree with that. I think a person can achieve real inner growth over the years by adapting to new experiences and learning from them. In doing so, you can start doing things or reacting to situations in a different way than before and become a better person for it. That's what life is all about anyway, isn't it? Learning!

- **Candidate B:** That's an interesting question. I was reading the other day that in England a lot of parents don't send their children to school at all – they educate them at home themselves. It seems that these children choose to do what they want when they want – most of them don't have formal lessons – but they learn just as much as children who go to school, so perhaps the answer is probably yes, they should have more freedom to choose. To be honest, though, I can't see how it would work in practice and there are things that all children need to know – how to read, for example.

Candidate A: You're right about children needing to learn the basics. But, apart from that, the school curriculum should accommodate students rather than dictate what their interests or talents might be. What I mean is not everyone wants to do art classes or music, especially in primary school. Children should have the freedom to choose some, let's say, special interest courses – could be gardening or scientific experiments – and they could have teachers to coach them or help out as they slowly discover their field of interest or even their talents. I think school would then become much more exciting than it is at the moment.

Practice Test 3 – Paper 4 Speaking

Part 1

(See Suggested Answer Practice Test 1, Paper 4 – Speaking, Part 1, pp. 15-16)

Part 2

Stage 1 (Suggested Answer)

Candidate A: Right, let's start with the first picture, shall we? Well, it's obvious that this person is reading a label on a tin of what could be soup or erm.. maybe veggies.

Candidate B: That tin reminds me of my favourite soup – cream of mushroom. OK. It looks like this person is pointing to the nutritional value or the information on the back of the label, don't you think?

Candidate A: How very observant of you! Yes, that's usually listed in a table at the top with the ingredients written out below. What about the other picture?

Candidate B: That's easy – these parents are reading a story to their son. It's a pretty big book though to be reading to such a young child, wouldn't you say?

Candidate A: Yes, it does seem strange to me but judging by the way the child is absorbed, it's probably loaded with colourful pictures for him to look at.

Candidate B: I guess you're right – I think he's even pointing at something in the book ... probably a picture, just like you said.

Stage 2 (Suggested Answer)

Candidate A: Right, so, reading skills. What do we mean by that, exactly? Judging from what the photographs are showing, I would have to say reading skills refers to basic abilities – you know, life skills. Look at picture 1, for example. Being able to read a label and understand what it says is very important.

Candidate B: You know, you're right! Did you know that many people do not know how to read a label – like they don't understand abbreviations and terms commonly found on labels? I guess that's what they mean by illiteracy, especially in adults!

Candidate A: Scary, isn't it! I mean look at picture 3! Imagine not being able to read your prescription medication and taking the wrong pill or even worse not knowing when it expires.

Candidate B: A person who can't read a label would probably have to rely on someone else to do it for them. Both of these pictures make a strong point for literacy – and that is, self-reliance. If you know how to read, you can rely on yourself to get the information you need. This leads to independence, which brings me to picture 2.

Candidate A: It looks like this woman is processing data onto her notebook, so ...

Candidate B: Right, which is also a form of literacy – computer literacy – which increases your chances for getting a well-paid job and can lead to independence. In

this case, looking at the picture, it looks like she probably runs a shop – her own business, maybe, which is the best example of financial independence and probably success.

Candidate A: Oh I get your point, now. An illiterate person couldn't possibly achieve this because they wouldn't be able to even fill out a form, let alone process data onto a PC. How about picture 4? The parents reading a book to their son, of course, shows how important it is to get kids interested in reading early in life – right? And that the way to do it is to read to them.

Candidate B: Right. But could you imagine what would happen if the parents didn't know how to read?

Candidate A: Oh my! That would be dreadful – they wouldn't even be able to help their child with homework!

Candidate B: Exactly! Now we have to make a decision here. Which two pictures would be most effective in convincing people of the need for literacy...

Candidate A: Oh, that's tough! They are all so good. Can I eliminate one?

Candidate B: Sure, go ahead.

Candidate A: OK. Since pictures 1 and 3 cover a similar issue – which is reading labels – I think we should eliminate picture 1 – since I believe being able to read the label of your medication can save your life.

Candidate B: All right! I'll let that go, but we still have one more to go. Hmm ... from the way I see it, picture 3 has to stay so it's between pictures 2 and 4.

Candidate A: To me, the two pictures that stand out and have a strong message are pictures 3 and 4. What would the elderly lady do without her reading skills? And in picture 4, the book seems to have bonded the family – you get a message of happiness and togetherness – everything literacy is all about!

Candidate B: That's true – people who can't read tend to withdraw from the community. OK – I think we agree. Pictures 3 and 4 would be perfect!

Part 3

Prompt Card (a) (Suggested Answers)

Candidate A: This is a difficult question, I think, because, well, you can probably say that both have their good and bad points. To start with, I think it is true that if you work in a large organisation you tend to be rather, how can I put it, rather faceless. It's like the difference between living in a large city and a small village – in a small village you know everybody and everybody knows you, but in a large city you are surrounded by total strangers and you might have problems when it comes to establishing social contact with people.

The same sort of thing can happen in a large company, I think, although it probably depends to a large extent on how the company is organised and how enlightened the senior management are, but generally speaking I would say that a small company – with no more than 20 or 30 employees, say – is probably a more friendly organisation to work for. You are more likely to get to know people quickly and I imagine

that people would be more inclined to work together for the benefit of the company as they would know that if the company is successful, their own jobs are more likely to be secure. If you work for a very large organisation, on the other hand, I think it would be easier for a lazy employee to hide away and do little productive work.

As I said, that probably depends on how the company is organised. I know that some companies – car manufacturers started this, I think – organise their workers into teams who always work together. It seems that they are trying to recreate the atmosphere of the small company.

As far as promotion is concerned, I suppose it is better to work for a large organisation because obviously there will be a greater variety of positions to fill and a more complex managerial hierarchy. But I think large organisations are situated at different locations throughout the country – banks, for example – or even in different countries, so if you want to get a promotion in such an organisation, you might be required to move to another city, and that could be a problem. Then again, if you work for a small company, a promotion might not be so important to you, because as I said, it is more like working for a family.

I would like to talk about that a bit more, because a lot of people choose to work for themselves or in their family business. A lot of shops are run in this way, and I think this is probably best of all because you do not have to follow the orders of others – and, let's face it, some bosses are still pretty old-fashioned in their attitudes towards their employees – nor do you have to beg for a decent salary, because what you earn is entirely the result of your own efforts. I think that is why the idea of starting your own business is so popular in my country – people prefer to be their own boss, I would say. So, if you're going to choose a small organisation, you might as well start your own business and be your own boss.

Candidate B: I definitely feel that doing a job you enjoy – a satisfying job – is more important than anything else. All right, I know that people want to be paid well for what they do, but I personally cannot imagine myself doing a job I hated just because it paid a lot of money. I know I wouldn't do the job well because my heart wouldn't be in it.

Candidate A: (Ss' own answer)

Prompt Card (b) (Suggested Answers)

Candidate B: I think a lot could be done to help young people to choose a career, but unfortunately in my country I don't think young people are given much help at all. A large number of young people tend to follow the same profession as their mothers or fathers – the family business again – and I think that is because they simply don't know what other possibilities are available to them. Of course, they know that people work in a huge variety of different jobs, but I think that they are not given any information about how to become an interior designer, let's say, and they don't know what qualifications they will need, what it is really like to do that sort of work or what sort of money they can expect to earn.

I think it would be a good idea if children could get experience of different types of job before they leave school because it is important to know what it is like to do a particular job. You need to know that because you may need to study particular subjects in order to qualify. Let's say that a teenager who is good at drawing thinks that she would like to become an interior designer but doesn't really know what the work involves. If she is given the chance to work with an interior designer – perhaps during a school holiday – then she will be able to see whether she really likes the work or not. She might also realise that it involves more than she bargained for and change her mind about her future career.

I think it is so important that young people be given the correct guidance about choosing a career because it is a decision that can affect the rest of their lives. I think that there are a lot of teenagers who don't really know what job they want to do even when they are in the last year of school and so a lot of them try to get into university and just sort of drift into a career depending on the course of study they are offered. If schools had professional careers advisors, they would be able to sit down with students individually, find out what the students were good at, what they enjoyed doing and so on, and then give them guidance based on the information they collect. They would be able to suggest to students what sort of jobs suit their talents, what qualifications they need, how easy or difficult it is to find work and so on.

I'm not sure that the family can give much guidance when it comes to choosing a career. Naturally, if the parents are happy with their own jobs, then they are going to encourage their children to do the same thing, but their knowledge is limited to their own experience and they might be tempted to ignore their children's natural talents and so I think guidance should come from properly trained school careers advisors.

Candidate A: Well, we did have a career advisor of sorts, but apart from that, I don't think the system does much to prepare us for work. I mean, a lot of the subjects we study at school are not going to help us when it comes to work. I think we should spend more time learning the practical skills that will be useful to us in our work.

Candidate B: (Ss' own answer)

Candidates A & B (Suggested Answers)

These questions will be directed at either of the students where one will make the initial response and the other one will react to that response.

- **Candidate A:** I think virtually all unskilled manual work will be done by machines – robots, if you like – in the future. Companies are already developing machines to do household chores like vacuum cleaning without a human operator and I'm sure we're going to see more and more of this sort of thing as technology advances.

Candidate B: I don't know if I'm that comfortable with the idea of robots entering our lives – I think I have science-fiction films to blame for that, of course. Erm ... What jobs would disappear? Hmm. I

would like to think that, with all these advancements in technology, the traditional office job would become obsolete. People are already working from home – and I think that is so beneficial for families, to spend more time together, but also cost effective for companies. They would cut their expenses down dramatically – you know, on electricity, for example.

- **Candidate B:** I think there are several reasons for this. First of all, there are so many transport problems in big cities that, unless you are fortunate enough to live close to your place of work, the time you spend commuting is becoming unbearable so people – especially those with office jobs – are arguing that they can do their work equally well at home. Of course, developments in communications have also helped make this possible. We now have laptop computers, mobile telephones and email which means that we can get all the information we need to work from home and avoid the traffic jams.

Candidate A: To tell you the truth, I honestly believe some people prefer to work from home in order to avoid all the germs floating in the air or even pollution. I know many people who just dread using public transport – all those strangers sneezing and coughing releasing into the air what could make you bed-ridden for a week – the flu or a virus. Apart from that, I suspect the pollution in our city is just as bad in many others around the world, making city workers suffer during their daily routine. People complain all the time about sore eyes and throat, itchy nose and many already suffer from asthma. So, I'm sure people would rather stay clear of all that and work from home.

- **Candidate A:** I would say that it is a combination of luck and character, really. I know some very successful businessmen started at a very early age – I think one started selling rolls of film to his schoolmates – and just seemed to go from one success to another. It probably helps if you can come up with a business idea that nobody else has thought of before and of course if you can find somebody to give you the money to start your business, then that is a great help too.

Candidate B: Yes, I agree with what (Candidate A) said about luck and character. To be more specific, it takes a type of character who is willing to take a risk. People who are willing to take risks in their lives are also willing to make sacrifices to achieve their goals. I think that's what makes someone more successful than someone else. It's sort of like gambling, in a good way of course, where you play all your cards right and go for the win.

- **Candidate B:** In most societies I would say that it is now more acceptable for women – including the mothers of children – to go out to work. In the past I think most people believed that as soon as a girl was married she should stay at home all day to look after her husband's needs. That has certainly changed and now we see more women in positions of authority – several women have become the Prime Ministers of their countries in recent years and I think men are gradually getting used to the idea of having a woman as their boss at work. I think this is a good thing.

Candidate A: It's true that many women are now in positions of authority – yet in many situations, from what I read, there is still inequality in salaries where a man and a woman hold the same position. Men still make more for the same job in many companies. However, as we have moved from the industrial era into the services and information era, I think everyone agrees that women are more suitable for these positions. They have all the requirements: organisation, manners, patience, multi-tasking abilities – well, it's what I read somewhere, not to say that men do not have these abilities, but women do flourish in these positions.

Practice Test 4 – Paper 4 Speaking

Part 1

(See Suggested Answer Practice Test 1, Paper 4 – Speaking, Part 1, pp. 15-16)

Part 2

Stage 1 (Suggested Answer)

Candidate A: Right, well, let's see. This first picture seems to be a big outdoor market somewhere. What do you think?

Candidate B: Yes, I think it's probably an open air market from what I can see – and picture three is clearly a supermarket. So ... what are the advantages of shopping in places like these ... I think one of the advantages of going to a supermarket is that you can find everything you want in one large shop. Do you agree?

Candidate A: Yes, that's one advantage – and of course because you don't have to go to a lot of different shops you can also save a lot of time. Another thing is that you usually find a lot of variety in a supermarket – you have a lot to choose from.

Candidate B: True, but that can be a problem sometimes because it can be hard to make your choice. What about the outdoor market? I think you can buy more organic produce that comes fresh directly from the producers. It's a great way to support your local community. There are many stalls which sell food loose or in bulk.

Candidate A: Yes, you're probably right, but of course you can only buy things which are in season. In a lot of supermarkets, you can find oranges, let's say, all the year round because they import them from other countries when no local ones are available. However, a street market is the alternative to processed foods usually available at supermarkets.

Stage 2 (Suggested Answer)

Candidate A: Well, we'll want something that will show something modern, won't we? I mean, I can't see the point of having a picture of an outdoor market to promote a new shopping centre, can you?

Candidate B: Not at all! Besides, shopping centres replaced the traditional outdoor markets. No, I think we can definitely reject that one – it would probably put people off rather than anything else. What about the second one, though? It looks as though somebody – a cashier, probably – is putting a credit card through one of these swipe machines that read the owner’s details from the magnetic strip on the card. I think that’s quite good, because it suggests something fast and modern. A lot of people use credit cards these days rather than cash for their shopping.

Candidate A: Yes, it’s OK, but I don’t think that it’s the best we could have somehow. In fact, considering we’re in a credit crisis – I don’t think it’s a good way to promote the shopping centre. Now, I definitely think we have to include the picture of the supermarket – there’s no doubt in my mind that this suggests something modern which is usually found in a shopping centre. Do you agree?

Candidate B: Yes, I do. And as we said, it also gives the idea that there is a lot of variety there – and I think that is one of the things we would want to emphasise in a brochure for a new shopping centre. Now, the last picture I believe sets the tone. The girl in the picture is smartly dressed in stylish casual clothes carrying a variety of shopping bags. The picture captures the essence of the shopping centre – a place where you can discover your sense of style among the dozens of retail outfits that offer a wide variety of products.

Candidate A: It also focuses on the young crowd – and we all know they are the ones who mostly hang out at shopping centres. OK. So, I suppose the two photos we’ll choose for the brochure are the supermarket and the stylish girl, right?

Candidate B: Spot on.

Part 3

Prompt Card (a) (Suggested Answers)

Candidate A: I don’t think the responsibilities that teenagers have today are fundamentally different in any way to the responsibilities they have always had. We often hear complaints about the behaviour of young people today – they are rude, disrespectful and unreliable, that sort of thing – but I dare say that the same complaints about teenagers were being made throughout history, and anyway it would be wrong to criticise all teenagers just because of the antisocial behaviour of a few.

As far as responsibilities to the family are concerned, I think these are very much the same. Teenagers have always been expected to do their bit to help any younger brothers and sisters in the family and, in my experience, most teenagers take such responsibilities very seriously. Actually, I think they like to be given such a responsibility because it makes them feel grown up, in a way. What other responsibilities do teenagers have towards their family ...? Well, I suppose you could say that they have a responsibility to do their best at school and study hard, but again I don’t think there is anything new in that.

When it comes to school, I’d have to say that maybe they have more responsibilities than students in the past. Today’s competitive workforce has brought about a highly competitive atmosphere within the school. Now, more than ever, students are aiming for higher education in all sorts of fields. In the past, students went as far as secondary education – now most students succeed at the tertiary level and beyond – Masters and PhDs are considered a must. So, I would have to say that young people today have to be highly responsible to achieve the grades they need to move up the ladder of success.

Of course, teenagers do have responsibilities towards society as well. In the past, when most people lived in small communities I dare say teenagers did their bit by helping people in their village – collecting firewood, helping with the harvest, things like that. Today, it is perhaps more difficult for teenagers to show this kind of responsibility, but a lot of teenagers belong to organisations like Greenpeace and other environmental groups and they show their responsibilities towards society in that way. A lot of teenagers in my country volunteer to help clean the beaches in the summer and plant trees to replace those burnt in forest fires.

To sum up, then, I would say that teenagers have the same sort of responsibilities as they had in the past and, on the whole, I think they behave just as responsibly today – despite what people say and what we read in the media.

Candidate B: No more difficult than it is for any adult, I would say! I must admit I get a bit fed up when teenagers are treated as being somehow different from the rest of humanity. After all, they are just people going through a certain period of their lives. They have to cope with the transformation from childhood to adulthood and, on the whole, they cope well. And I think they take their responsibilities, whatever they may be, very seriously – it’s the adults that don’t take them seriously enough.

Candidate A: (Ss’ own answer)

Prompt Card (b) (Suggested Answers)

Candidate B: Hmm. I suppose this question really means who should take charge of young people who have committed a criminal offence, and who should be responsible for administering any punishment. I think it all depends just on how young the offender is at the time, and how serious the offence is. There is such a thing as the age of criminal responsibility in most countries, I think, and what this basically means is that there is an age below which a child cannot be held responsible for his or her actions because very young children have not learnt the difference between right and wrong. In most countries, I think, the age is around eleven, but I’m not sure, exactly.

If an offence is committed by a very young child, then I think that the parents clearly have to be held responsible and social workers will probably have to investigate the family to make sure that the parents are bringing up the child in the right way. If not, then the child may have to be taken into care or something, so that he or she will be given a good upbringing.

As I said, for older children the situation is slightly different because such children can be taken to court if they commit a crime and here I think it depends entirely on how serious the offence is. I don't think it is right for a child to be taken to court, if it is a first offence and it is not a very serious one, because I think that will have a negative effect on the child. I think in most cases the best people to take responsibility are social workers and parents working together. The social workers will obviously have to be involved because the parents themselves may not be good parents. If they take their responsibilities seriously and co-operate with social workers, then I am sure this is the best way to ensure that a child will not re-offend, but will learn the difference between right and wrong.

I think it is only when the offence is serious like a burglary, for example, or when a child has already committed an offence that the courts should be involved. And I think there should be special courts for young offenders, too, because it must be a very frightening experience for a young person to be arrested and taken to court.

Even if a young offender is taken to court then I think the responsibility of the court ends once the punishment has been determined – and I don't think they should be sent to prison, either. Again, I think social workers have to take responsibility for these offenders, and make sure that whatever punishment is decided on is carried out.

Candidate A: Well, there could be a number of reasons. I remember from my own childhood that some of the older children would try to taunt me into doing things I didn't want to do – because I knew, or felt, that it was wrong. It was a form of bullying, really, because they would say you were a coward if you didn't steal somebody's apples – things like that.

Candidate B: (Ss' own answer)

Candidates A & B (Suggested Answers)

These questions will be directed at either of the students where one will make the initial response and the other one will react to that response.

- **Candidate A:** To be perfectly honest, I don't really know. I suppose that in some ways people may be less responsible today because the fabric of society has changed so much with more and more people moving to the large towns and cities and so there is the danger that a sense of community spirit – which involves a degree of responsibility towards others – has been lost. Come to think of it, it's true that governments now assume more responsibility than in the past for things like health care, so I suppose people may think that they don't have to worry about things like that.

Candidate B: I don't see many responsible people around these days. You have to be reliable, trustworthy and accountable for your actions to be considered a responsible person. There doesn't seem to be much accountability in our society, if you ask me. Look at governments around the world – corruption is soaring and their citizens are suffering. Huge corporations like the oil industry are polluting our

world and not taking responsibility for their actions. Food prices are hitting newer highs making it hard for many families to put food on the table. And to top it off, no one is doing anything about the high unemployment rate. Amidst all this, we can't certainly expect individuals to be as responsible as in the past. It's a vicious circle and no one is taking the blame.

- **Candidate B:** In some cases, yes, I'm sure they do, although I'm not sure why. We often hear people complaining that the government should do this, the government should do that, and so on, but what these people don't seem to realise is that governments are not omnipotent and are anyway just an extension of the societies they represent, so I don't think people should feel let down by society, really, because they are part of it so it's up to them to change it.

Candidate A: Yes, there is a general feeling of discontent with society which I think ties in with what we said before regarding responsibility. There seems to be a lack of a sense of responsibility. Parents and students complain about the education system, but do little to change it. We all complain about our political situation and yet vote the same way when we get to a booth. Everyone knows the danger about global warming, but few of us are willing to change our habits. When it comes to human relations, there seems to be a communication breakdown with many people feeling alone and out of place. I believe that yes, people are feeling disappointed and disillusioned with society.

- **Candidate A:** For example, I think – especially when the children are very young – it would be very difficult to use logic with a four-year-old! If you give children a good model – a consistent model – to follow and look up to, then, I think they will gradually learn to emulate that model – and that includes learning a sense of responsibility.

Candidate B: True, but you also have to give them the opportunity to take on responsibilities. Parents should put children in charge of certain household duties or tasks – call them chores if you like. They can also promote them to more difficult tasks as they get older and show them the satisfaction they may feel when they control the outcome of something. They should also make them liable for their actions – not let them get away with murder, as they say, and then complain about their misbehaving children. If, for example, a child throws a ball into a neighbour's garden patch and ruins the flowers, they should have them go next door and offer to help the neighbour clean up and plant new flowers. It's little things like that that show a child what responsibility is all about.

- **Candidate B:** Most definitely – with only a very few exceptions when the offence is very serious indeed and we are sure that the children knew that what they were doing was wrong. We have to be sure that children have learnt from their mistake before we start punishing them. After all, the child might have been influenced by someone older who should have known better or they might not have known that what they were doing was

wrong. I know that we say that ignorance of the law is no excuse, but I don't think we can say that when young offenders are involved.

Candidate A: I always believe people deserve a second chance, especially young children. A young child may lack the proper guidance from a parent perhaps and need the support of a third party, like a social worker, to get back on track. And let's face it, you can't just write off the future of a young person who has made an error in judgement. Even in the case of a violent offence, a young person should not be put behind bars but may be treated in a psychiatric ward. In the case of minor crimes, young people should be made to do community work with the support and guidance of the adults of that community. That might even give them the opportunity to become more familiar with their community and appreciate it even more.

Practice Test 5 – Paper 4 Speaking

Part 1

(See Suggested Answer Practice Test 1, Paper 4 – Speaking, Part 1, pp. 15-16)

Part 2

Stage 1 (Suggested Answer)

Candidate A: Right, well, shall we start with the first picture? There is a team of sailors here on a sailing boat. They may be in a competition, I think. They look pretty busy battling with the waves, don't they?

Candidate B: Yes, each one seems to be concentrating on his own task. They must be a team 'cause they're all wearing the same coloured T-shirts. They might be having some trouble – you see the guy rushing to the back of the boat? I think he's probably calling out orders and maybe trying to stop the boat from tipping over. They are probably all concerned.

Candidate A: Yes, I think so. Look at all those guys leaning on the boat to the left and the rest hanging over the side. If I were them, I'd be very worried. They're probably feeling tense, as well, or maybe even anxious.

Candidate B: True, but when it's all over and done with I'm sure they get a sense of complete satisfaction and even pride at their accomplishment – especially if they win. What about picture two? These people look like architects, don't they?

Candidate A: I think so. Look at the plans laid out on the table. You know, I can't decide if the two on the left are customers or in training. The man on the right is the architect, I'm sure – he's the one explaining something about the plans.

Candidate B: Well, even though we can't see their faces clearly enough, I do get the sense that the two on the left

are listening attentively and look kind of thoughtful. They do have some notes in front of them. So yes, they might be customers who have arrived with a list of things they want to cover with the architect of the project. The conversation is definitely serious.

Candidate A: I agree. All three look serious to me, too.

Stage 2 (Suggested Answer)

Candidate A: Hmm. Let's see. Shall we start with the first picture again? I have a group of friends who sail together and also compete in yearly events. They do have this great sense of camaraderie that comes from teamwork. Sailing a boat requires synchronicity and unity – same as a team at work. You know, each individual has to pull his/her weight and function as part of a whole – what's that English saying? – All for one and one for all?

Candidate B: Yes, that's it. I think sailing emphasises another point about teamwork – that's strategy. A team has to clearly define its goal and then come up with a strategy to reach it. I also believe sailing is a great way to show the difficulties of the task and how they can be overcome through teamwork alone, don't you think?

Candidate A: I must admit I would never have thought of that. Good point! Now, what about the second picture with the architect and what we believe to be the customers? They're working together to solve a problem, aren't they?

Candidate B: Yes, that's what we said, isn't it? This shows the importance of teamwork when it comes to solving problems.

Candidate A: Well, they say two heads are better than one. In this case, it's three heads.

Candidate B: (laughs) This picture is a great example of communication, which is another important aspect of teamwork. You not only have to be able to communicate your ideas successfully to others, but also be receptive to what others have to say.

Candidate A: You're right! And they're doing exactly that in the picture. Let's look at the third picture now – the one with the children. This is what they call a human pyramid, right? I think this shows how important individuals are to a team. I mean, if one of these children didn't play their part then the whole structure would collapse – they all have to play their part. What do you think?

Candidate B: I think you're absolutely right! It shows the support and the trust that individuals need to have in order for a team to succeed! What about the last picture? I get the impression of a rescue of some kind. Perhaps the child they are carrying had an accident, do you think?

Candidate A: I think so. The picture suggests how people can work together as a team to do something that would be impossible for an individual to do alone.

Candidate B: Yes, they always talk about 'rescue teams' in the papers, don't they? So, I think you're right, this illustrates the importance of teamwork in carrying out difficult or dangerous tasks. Now, we have to decide on other aspects of teamwork to include. Have you any ideas?

Candidate A: Um ... it's a bit difficult, isn't it? Ah, I know! Sports! There should definitely be something on team sports – you know, playing football, for example.

Candidate B: That's a good point. And what about quiz games? You know what I mean? When you have teams of people playing against one another to answer questions on different things.

Candidate A: Yes, the teams are often made up of people who are experts in different things, aren't they? One person may know a lot about sports, another about history and so on, a great example of how teamwork requires individuals with a variety of skills. Yes, that's a good point. OK, then. We think team sports and team quiz games should be included.

Part 3

Prompt Card (a) (Suggested Answers)

Candidate A: Well, in order to answer this question I think we have to ask ourselves what the original purpose of sport was! And I don't think anybody knows, really. Most people think that it all started with the Olympic Games, but people had been taking part in sports and athletics contests in different parts of the world since long before that, apparently. I believe wrestling dates back to ancient times. Generally, though, I think most people would say that sport should be about taking part in order to keep healthy and to enjoy the game or contest and not about winning, but I don't think it was ever like that, because surely the whole point of playing a game of any sort or taking part in an athletics competition is to win – I can't see that there would be any incentive to do well otherwise.

No, I think sport has always been about winning, but I do think that it has become too commercialised these days. For example, I don't like the fact that sports stars are used in adverts to promote drinks and so on. I think it is misleading for a start because it suggests that the athlete owes his or her success to having consumed the product they are advertising, whereas in fact they are only promoting it because a corporation pays them a lot of money to do so. That seems unethical to me. I can just imagine how people would react if a member of the government started appearing in adverts for clothes on the television!

Apart from that, I think that there is far too much money associated with the more popular sports like football. It's not sport anymore – it's big business. Some of the top players are paid huge salaries which to me is ridiculous and definitely goes against the spirit of what sport should be, and I think it is very unfair to people who participate in the less popular sports because they are never going to earn the same sort of money as some footballers do. So, yes, much of the world of sport has definitely become too commercialised.

As far as celebrity status is concerned, I think that successful sportsmen – and sportswomen – have probably always enjoyed a degree of hero-worship so I don't think much has changed in that respect. Of course, with the modern media their fame has become more widespread, perhaps, but I would say that is about the only difference.

I definitely think that there is too much violence associated with sport these days, and again football seems to be the main culprit because you don't get the same sort of violence between the supporters of other team sports like rugby, for instance. Why this should be so I don't know, but it certainly seems to me that it is a strong argument for those people who say that sport has lost its original purpose.

Candidate B: Definitely not. Not in my country, at least. And we don't have the right facilities in schools, either, which I think is a terrible shame. If children want to play football or basketball, they have to play in their own time after school. We do have times for physical exercise, but that's not the same thing – just running around the playground and touching your toes. Silly things like that!

Candidate A: (Ss' own answer)

Prompt Card (b) (Suggested Answers)

Candidate B: Let me think ... well, in the past, I suppose a famous person was usually somebody who did great things for his country or made important new discoveries. Most schoolchildren, at least in Europe, learn about Napoleon or Fleming, the man who discovered penicillin, for example. There were famous people in the arts too, especially composers, painters and actors maybe, but on the whole, I think the people who became most famous were politicians, generals and admirals. Even if an actor or a composer was well known, I don't think that they would have enjoyed the same degree of fame that famous pop stars and film stars do today.

It's interesting, isn't it? Even the word 'star' is relatively new. If we say 'so-and-so's a pop musician', it sounds as if the person we're talking about is not very good, not very well known. As soon as we say 'she's a pop star' everybody knows we're talking about somebody who must be famous. But famous for what?

I don't think anyone could argue that pop stars or film stars – the people who are famous today – have done anything really important or made a great contribution to society. They are famous because they are popular and good at what they do which, in the main, means they entertain people.

I think to stand any chance of being famous today, you have to be an attractive-looking, glamorous sort of person because it's the media which has the most influence in determining whether a person will be famous or not and if you are photogenic then I think you are halfway there. I think the term 'star' was created by film studios in Hollywood to promote the actors and actresses who worked for them and then an artificial glamorous world was created for them. When you think about it, you begin to realise that the whole point of this so-called fame is to sell more records or cinema tickets or whatever; it is certainly not about honouring someone who has done something great or heroic.

Personally, I feel that this is a rather sad state of affairs. People who do nothing really fundamentally important in their lives are treated like royalty, as they say, while those people who do something significant and which benefits

people are soon forgotten. I wonder how many people could tell you the names of the first astronauts to land on the moon, for instance. There was an American artist – I think his name was Andy Warhol – who said that everybody should be famous for a day – something like that – and I think that he was saying that people today are famous for the wrong reasons. If that is really what he was trying to say, then I would agree with him.

Candidate A: It must depend on a person's character, I would say. And I'm not sure that all famous people actually want to be famous. I think that a person who really wants to be an excellent actor, for example, may actually resent all the attention and fame that seems to be part of the job. On the other hand, there are people who enjoy being the centre of attention and so they are actually happy when they are mobbed by hordes of screaming fans.

Candidate B: (Ss' own answer)

Candidates A & B (Suggested Answers)

These questions will be directed at either of the students where one will make the initial response and the other one will react to that response.

- **Candidate A:** It's to satisfy their readers' curiosity, I think. After all, if people didn't want to read about such things, then magazines wouldn't print the stories and photographs they do. I think a lot of people like to learn that famous people have failings just like the rest of us. It shows that these people are only human after all.

Candidate B: I believe it's more than that. Apart from it being an extension of the fascination with gossip that people have, it's also the companies or agencies that promote these famous people trying to keep their names out there. What I mean is, take Hollywood, for example, a film is more likely to succeed at the box office if the leading actor has had his/her name flashed all over the tabloids in the weeks prior to the screening. What's really strange is that the more dirt they come out with on a famous star, the more popular that star becomes. And then, of course, there's the media itself that uses famous names to sell their papers or magazines.

- **Candidate B:** I think this is very important, because I believe that young people – teenagers especially – are influenced by the actions of their heroes. Sports stars, in particular, are the heroes for boys, I think. For girls, I'm not so sure. I think they are probably more influenced by pop and film stars. So, yes, I think these people have to be aware that teenagers follow their lives closely and so they should always try to set a good example.

Candidate A: Well, maybe where athletes are concerned, yes. The fact that they are athletic is a good enough example for young people who need to get out there and become fit. Now, as far as film stars are concerned, I don't like to think of them as role models – I mean their lifestyles do not set any good examples for youth and can sometimes mislead them into doing things that may harm them in the end. Take for example the appearance of

most film stars – most of them are now anorexic-looking to suit the demands of film producers. Many young people are already attempting to look like them which has sent thousands of young people to hospitals after severe weight loss. Maybe if they led a more responsible lifestyle – then I could consider them as role models. So, in my opinion, film stars should try harder since they are constantly in the public eye.

- **Candidate A:** Well, I think it depends on what you become famous for. It's true that famous pop and film stars – and footballers – earn a lot of money, but you can be rich without being famous, I suppose. I'm not sure whether it works the other way round – I can't think of anybody who is famous, but not wealthy, right now.

Candidate B: Are you serious? Are you forgetting Gandhi and Mother Teresa? Both served people, became famous for it, but never made money. They died poor. As for Hollywood stars, I think there is a long list of those who may have made money from their work, but spent or lost it all living it up. They're still famous, but they are broke! Basically, I think there are more people who are rich and not famous than famous and rich!

- **Candidate B:** It must be for the excitement, I imagine, and perhaps to show how brave they are. I would imagine there would be something satisfying and enjoyable about hang-gliding where you can be in the air for quite a long time, but I think things like bungee jumping which is all over in less than a second are simply about the excitement and anticipation. People like the sensation of fear, I suppose.

Candidate A: I'd say it's a boost in adrenaline and some people are addicted to that feeling. They go for the rush and the thrill – like they enjoy living on the edge. It's the same kind of people that do stunts for films. They're daring – that's why they're called daredevils, right? After all, most young people are tired of conventional sports and want to try something new and out of the ordinary.

Practice Test 6 – Paper 4 Speaking

Part 1

(See Suggested Answer Practice Test 1, Paper 4 – Speaking, Part 1, pp. 15-16)

Part 2

Stage 1 (Suggested Answer)

Candidate A: Can I talk about picture three first? This young woman is reading a letter, isn't she? She looks pleased about something she's reading, so I imagine that

somebody she knows – a friend or relative, perhaps – has sent her some good news. What do you think?

Candidate B: I should say you're right about that. So, this is written communication, isn't it? What about the first picture? These signs are there to communicate information to drivers, aren't they? Hasn't the first sign – the one at the top, this one – got something to do with parking? I'm not sure, because I don't drive. Do you know?

Candidate A: Yes, it means that cars are not allowed to park or wait by the side of the road. If there was a cross in the middle, then it would mean that you can't stop at all, even for a few seconds, to drop a passenger off.

Candidate B: I've never seen the other one – the arrow – anywhere, but I suppose it means that you can drive your car along the road in that direction only.

Candidate A: No, I don't think that's right. It gives us more information about the parking restrictions. If you read the two signs together, then they tell you that the parking restrictions apply from this point onwards.

Candidate B: Oh, I see. I think these signs communicate more information to you than they do to me!

Stage 2 (Suggested Answer)

Candidate A: All right. Well, we've said that the first photograph communicates information to drivers. Do you think it's an effective picture?

Candidate B: Well, the signs didn't communicate much to me, did they? But, as a picture, I think it's good because it shows that information can be communicated without words. This is important for drivers because it gets the message across almost instantaneously – it would be dangerous if drivers had to read a lot of words because they wouldn't be concentrating on the road.

Candidate A: That's true. And another thing is that signs like this are international, so if you're driving in a foreign country you don't need to know the language in order to read the signs. Shall we move on? I think this is a good picture, the one showing this young mother with her baby, because I think it shows that we can have communication between people without words.

Candidate B: You mean because the baby is too young to be able to talk yet? Yes, the mother will obviously talk to her baby, although I don't think she is talking in this picture, but she is communicating her love and affection to her child, I think.

Candidate A: Yes, and babies communicate by laughing and crying don't they? Yes, I think this picture is effective, too. What about the fourth picture? These people don't seem to be doing much communicating!

Candidate B: Actually, I think you're wrong to say that. I mean, we can see different ways of communicating here. Both of the adults are reading something – I'm sure the man is reading a newspaper and the woman is reading a magazine, perhaps – and they're watching television at the same time. So, there's a lot of communication in this picture.

Candidate A: You're right, I hadn't thought of it in that way. I was thinking of communication between people and I think this picture effectively shows that television stops conversation.

Candidate B: That's true, but you could say the same thing about reading, couldn't you? I know I don't want to be disturbed when I'm reading an interesting book. Like in picture 3, the girl with the letter. It's a very personal form of communication where someone may go into a lot of detail about their lives and you give it all your attention.

Candidate A: Maybe you've got a point there. So, do you think all these pictures are effective? I think they are.

Candidate B: Yes, I think they're all good. What was the other thing we have to do? Oh, yes. What other aspects of communication would you like to include?

Candidate A: Well, I suppose we could have a picture of someone using a mobile telephone, but that's a bit obvious, isn't it? How about somebody using gesture? You know, somebody giving the thumbs-up sign.

Candidate B: Or a policeman using his arms to control traffic, perhaps. Yes, something to show communication through body language, that's a good idea.

Part 3

Prompt Card (a) (Suggested Answers)

Candidate A: Well, first of all, I would say that people these days are more concerned about health issues than at any time in the past, but it's difficult to say to what extent they should take personal responsibility. I think sometimes individuals would like to take more responsibility, but they are unable to do so.

To show you what I mean by this, I'll take the issue of medical insurance as an example. We know that many countries provide a basic health service for their people, but the standard of the service the state offers can vary greatly from country to country, mainly, I think, because providing health care is becoming increasingly expensive. Because of the financial burden, I think that a lot of governments encourage people to take out private medical insurance these days, but I think this is extremely unfair because not everybody can afford to do this, even if they want to. I think it goes without saying that people want the best medical care they can get, but I think it is wrong that people who are rich can get better treatment than somebody who is poor, so I think the government has an obligation to make sure that everybody can get the best medical care available.

As far as diet and personal habits are concerned, I think that these are two areas where people can and do make decisions which affect their health. Take smoking, for example. We all know that smoking is extremely bad for our health and so fewer people smoke these days. I know a lot of people who used to be smokers, but they have managed to break the habit, and there are a lot of things you can buy to help you do this – special chewing gum and nicotine patches, for example. I know there are people who say they do not want to stop smoking, but at least they are making an informed choice and so you could argue that they have taken responsibility for their own health in a way.

I would say that people have changed their eating habits, too. Again this is partly because we have more information

about what is good or bad for us these days. Animal fat is bad for us and so people avoid eating fatty meat – a lot of people have stopped eating meat altogether, but I'm not sure that is the right thing to do. Anyway, I think that people do take more care to eat in a healthy way these days – plenty of vegetables and fruit and so on – and so they have taken responsibility for their health, and this, I think, is right. Of course, in all these things governments have a duty to inform people about what is good or bad for them and, on the whole, they do this because it is in the interests of a country to have a fit and healthy population. But apart from medical treatment, I think that we should all be responsible for our own health.

Candidate B: Well yes, I think so. I don't think it is right for rich people to get better treatment than poor people. If it were free, then there would be no problem because everybody would get the same treatment.

Candidate A: (Ss' own answer)

Prompt Card (b) (Suggested Answers)

Candidate B: What are the factors that affect our mood? Well, the weather, definitely – at least in my case! I definitely do not like cold days when the sky is just a flat dull grey – I get depressed when it's like that and I think a lot of other people do, too. On the other hand, I don't like it when the weather is very hot, either, because then I don't feel like doing anything – I don't have any energy – and so I'm afraid that I tend to get irritable with other people. Actually I hate it when the weather's like that.

Generally speaking, I think there is evidence that our mood is affected by the weather because I've read somewhere that people who live in cold countries, like Sweden and Norway, are more likely to suffer from depression than people who live in countries which have a warm climate.

Personal relationships are important, too, I feel. A lot of people who move to big cities for work are very lonely, I think, because it can be very difficult to make new friends in a city. Again there is medical evidence to show that people who live on their own – people who are not married – do not live as long as people who are married and I am sure this is because people who are on their own tend to be sad and unhappy people. I know that just because you are married doesn't mean you are going to be happy and cheerful all the time, but on the whole, I would say that married people feel more content with life and are less likely to suffer from sudden mood swings than people who are alone. It is important to have somebody you can share your problems with because, as the saying goes, a problem shared is a problem halved, and when you are worried about a problem then I think it is inevitable that you will feel miserable and depressed.

Yes, I would say that financial worries do affect our mood. I know that people say that money can't buy you happiness and I think that's true, but if you have financial problems then you are not going to feel happy either. It's much the same as with other problems, I think.

There are other things that can affect our mood too, I suppose, but I would say that the most important factor

is our relationships with other people. If we have friends, people who love us, then I think we are more likely to feel happy – most of the time, anyway.

Candidate A: In some ways yes, but, in other ways, perhaps not. People live longer these days and probably enjoy better health than they used to. But I think that people today face a lot of problems which simply did not exist in the past – pollution, for instance.

Candidate B: (Ss' own answer)

Candidates A & B (Suggested Answers)

These questions will be directed at either of the students where one will make the initial response and the other one will react to that response.

- **Candidate A:** That's rather a difficult question to answer because there have been so many advances and improvements. I would say that the most important, or potentially most important, perhaps, is the work being done to understand the human genetic code. I think this is very exciting and important because it will help doctors to find cures for a whole range of diseases and hereditary problems like diabetes, for instance. Yes, I would say that that is the most important advance.

Candidate B: Unfortunately, they still haven't found a cure for cancer – and so much money has been raised for that cause. One thing I do believe is a huge advance is in the field of disability. Today's artificial limbs are very technologically advanced. I heard the latest artificial hand can even feel. Now that is astounding!

- **Candidate B:** It would be nice to think so, but personally I think it is highly unlikely. Some diseases – smallpox is one, I believe – have been eradicated, but there always seems to be a new disease waiting to pounce, as it were. Recently we had the SARS and the H1N1 scare and we are always being warned that viruses can mutate and so produce a new disease against which our bodies have no protection.

Candidate A: In the case of pharmaceutical companies, it would be destructive if disease was wiped out – they would all go bankrupt. At the same time, I think, like (Candidate B), that it is highly unlikely. We live on a planet made up of germs and bacteria. It is inevitable that we will have new outbreaks of viruses.

- **Candidate A:** I would agree that some doctors are overpaid, but not all of them. A doctor has to study for a very long time to qualify, and young doctors work very long hours to gain experience, so it is only right that they should earn good salaries, but there are some doctors who seem to think that the only important thing is the money they can earn and that is wrong, in my opinion. I'm thinking in particular of doctors who train to become plastic surgeons and then spend their whole time doing cosmetic surgery – what they call face-lifts, things like that – for the rich and famous. I think that is wrong, because they should

be using their skills to help people who are disfigured as a result of an accident, that sort of thing.

Candidate B: Well, I kind of agree with you on that. A lot of doctors seem to be paying more attention to patients with private insurance or who pay cash and leave little time to see others on national medical insurance. I do find they charge a lot, so much so that many cannot afford to go see a 'good' doctor. The rates are too high and many of them are just plain charlatans – so if you're going to spend all that money you might as well ask around and go see a doctor who cares and will spend the time to explain your problem to you. Doctors like that should be paid well because they know how to treat a patient, both literally and metaphorically.

- **Candidate B:** Both are important, and I don't think you can say that one is more important than the other. I suppose that you might be more aware of the fact that you have a physical health problem than a mental one, but I believe that it is important to have a healthy mind in a healthy body. I wouldn't like to think that one is more important than the other, not at all.

Candidate A: You know, I've been reading up on this lately. They say that we have the strength to cure our own bodies and achieve perfect health – we just have to concentrate on it. That means that your mind must be healthy enough to exert that kind of power over the body. I know it sounds weird but I do believe that some people can do that. Let's say, for example, you allow stress and anxiety to enter your life – it goes without saying that your body will suffer as well. Also the food we eat and how fit we are affects our physical health and these are both factors we have control over. So, again it's the mind over matter argument and, in this case, I believe the mind wins!

Practice Test 1 – Paper 3 Listening

This is the Certificate of Proficiency in English Listening Test. Test 1.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you'll hear this sound:

TONE

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Part 1

Now open your question paper and look at Part One.

PAUSE 15 seconds

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

Extract One

PAUSE 15 seconds

TONE

Growing up in Surrey, I remember outings to local beauty spots being a big feature of our summer. More often than not we would go up high somewhere and look out over the countryside. One of my most abiding memories is trying to identify landmarks from Reigate Hill. As a child, I loved being up high and I suppose it was also fascinating to me because I loved maps, and up there it was like looking at a huge full-scale map, spread out before me.

So it was no surprise to me to hear that The Countryside Agency has just given £70,000 to the Surrey Hills Area of Outstanding Natural Beauty in order to make certain areas more accessible to the public. The agency has a programme which they call the *Inspiring Views* scheme and the money is to be split between five sites, one of which is Reigate Hill. I don't know ... it's kind of satisfying for me to think that that same fascination I had as a child can now be enjoyed by new generations of people.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

Woman (to herself): What pleasure can they possibly get from it?

Man: What's that?

Woman: Sorry. I was just reading that vandals have attacked the primary school again. That's the third time this month it says here.

Man (resigned): Modern times, love. That's what we've come to expect, isn't it? I don't know why you're so surprised.

Woman: Yes but look; (reading from newspaper) 'graffiti on the walls, several broken windows ... and a fire in the music room that caused hundreds of pounds' worth of damage.' I mean, that's serious! What if someone was trapped in the building when they started the fire? What if they themselves were trapped? You'd have thought they would ... don't they ...

Man (slightly sarcastic): What? Think about their actions? Think about the consequences? That's just it, isn't it? Why do you think they call it mindless violence? Think? They think, all right. They think about how not to get caught. Beyond that, they're not capable of much else, I'm afraid.

Woman: Well I'm not so pessimistic as you. There must be some way to get through to them. They're young. Some of them don't know any better. They don't know that there are alternatives and, well, they could be told.

Man: You'd have to catch them first. I know what I'd like to say to them.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

Woman: Well, the country has certainly taken a battering over the last fortnight and I hope you're getting back to normal after the recent floods and the traffic chaos they brought with them. But, there's a chink of light at the end of the tunnel, or at least there is through the tiny window of Studio One. Spring weather on the way? Time to remove a layer or two? Maybe you're thinking of braving the elements and doing a spot of gardening. Well here to tell us what's in store is Francis Dunne. What have you got for us today Francis – good news on the horizon?

Man: There is indeed, although it depends to some extent on just where your horizon lies. For those of you lucky enough to live in the north, you're going to get a foretaste of spring in the next day or two. Clear blue skies are forecast, with reasonable temperatures – I don't think we'll hit the twenty mark, but in some areas it will be quite close. Higher ground, of course, will see slightly

lower temperatures – around fifteen – with the prospect of a bit of mist or fog in the morning and evening, and possibly some drizzle overnight. For the rest of us, though, I'm afraid it's business as usual with a fresh wave of gales on the way which will see us through till Tuesday. Long-term, though, things will improve. You could be sowing those seeds by the end of the week.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

That's the end of Part One.

Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear a man named Nigel Godfrey talking about his job as a Police Community Support Officer. For questions 7-15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

PAUSE 45 seconds

TONE

I'm sure you are all wondering what life is like on the beat. My name is Nigel Godfrey and as a Police Community Support Officer or PCSO, I spend most of my time on foot patrol. I've been in the force for six years but only just moved into this position about a year ago. The title might be quite new to many of you but the role should be familiar. In the area where I work, I am simply a known face – someone who the public can turn to if they have something troubling them. While I'm on duty, I'm available to anyone in the area who wants to approach me about anti-social behaviour and crime. I work closely with other community safety partners, the criminal justice agency and volunteer sector, liaising with the organisers of those groups, going on school visits, talking to people about safety matters, crime prevention – that sort of thing. An important part of my job is to provide a friendly and approachable side of the police force – whereas all too often people see the police as distant ... off-putting ... hostile even. I'm here to show that that's not the case and, hopefully, to facilitate communications between the public and the police. By organising meetings with members of the community, I give them a contact that they know they can trust. It's all about bridging the gap between the community and the police – building confidence and restoring trust in policing. The immediate contact and ongoing visual support of the community helps to lower the crime rate.

Don't forget, I have other duties as well. I do not have the same powers as a police officer – I cannot arrest people, investigate a crime or process prisoners – but I can deal with truants, graffiti, street litter or abandoned vehicles ... you know, minor offences. I am the anti-crime presence in the community – a kind of reminder that somebody is watching. As a regular police officer, I was usually called in after the crime was committed. Now, I get to see the whole story. What I mean is that, in other departments, you're often paid to specialise in one thing; forensics, for example, or traffic duty. Here, not only do you get the whole range but you get to see it through from start to finish – well almost, like I said, I don't take perpetrators to the station. I mean, the chances are that I will know something about the person who has done something wrong – might even have spoken to him that morning – and I get a call and have to intervene. Now, nine times out of ten, my position in the community allows me to settle the matter without it resulting in an arrest – before it turns nasty. I stop things going too far and I'm only able to do that because of the nature of this role. Other times, when people do cross the line, there's nothing else for it but to detain them until a constable arrives to make an arrest. I get paid to be part of pretty much the whole process. Before I came here, I never knew much about what happened after my involvement – it's a complaint you hear a lot from officers; they do their job and then the case is passed on to the next department. It's a bit like working on a production line, assembling cars, say; you get to put the seats in but you never see the finished car.

So, basically, part of my job is to demystify the police force ... to bring it to the public in a way that they can use it. It helps people to see us for what we are, rather than some impersonal body that's out to get them! I wonder how many people have thought about this: that the average police officer would far rather that a dispute be settled amicably than in the courts. And of course, we get a lot more satisfaction from preventing crimes than we do from seeing people get arrested after the event. Personally, I feel I have a major responsibility to the community in the prevention of crime and disorderly behaviour.

PAUSE 10 seconds

Now you'll hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That's the end of Part Two.

Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear a discussion between a woman and a man, who are talking about their experience during an earthquake. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Man 1: With me in the studio are Paul and Julie Fields. Paul and Julie were unlucky enough to be on holiday in Japan when the recent earthquake struck. I'm glad you're both here to tell the tale. We don't have too many earthquakes here in Britain, so not many of our listeners have first-hand experience of what it is like to be present at, quite literally, an earth-shaking event such as this. What happened to you?

Woman: We were driving – it was just the two of us – when our car started to veer wildly from side to side. For a moment, we thought it was a flat tyre, so we pulled over and got out. Then we realised that the earth was still shaking. It seemed to stop after a few seconds ... and remember we still hadn't worked out what it was at this stage ... then it came back, with a vengeance! I think that's the point when Paul said, 'It's an earthquake!'

Man 2: Well, there was no mistaking that deduction. The ground shook violently from side to side, really jerky movements, as I remember. Then there was some up-and-down movement. I was holding on to the top of the car to try and keep my balance, and Julie was kind of bent double, unable to straighten up or get a foothold on anything. I felt helpless just looking at her anguish, unable to reach out.

Woman: Oh and we could hear rocks falling somewhere, which was the really scary thing. Anyway, the next thing was these plumes of what looked like smoke, but turned out to be dust, rising into the air. That was weird, and I remember staring at them, trying to work out what it was. After what seemed like hours, the earth stopped moving and the sound of the rocks faded away. It'd only been a few seconds, I suppose. We couldn't move for a few minutes, we were both shaking and I was crying hysterically. I'd never known anything like it, but I had absolutely no control over my emotions. I was crying so hard that I couldn't catch my breath.

Man 1: A harrowing experience. You say you were crying. Was that out of fear, do you think?

Woman: No. I've pondered this a lot. I don't think it could've been fear because, after all, I didn't start crying till after it had stopped. I don't know what it was. All I can say is that there is no time to be frightened at first because you don't recognise it while it's happening. Then, when the aftershocks start ... that's when the fear sets in, because when it starts up again you have a very clear recollection of the big one and you expect the aftershock to have an equal intensity. There's also the worry that the next one could be even more devastating.

Man 2: I'm told that that's quite rare – that they usually diminish in size – but your brain doesn't work rationally when you're gripped by that kind of fear. My thought processes in the first few hours following the earthquake were very muddled, to say the least. I wanted to run away, to stay still, to be airlifted, to go and dive into the sea somewhere – I didn't know what I wanted to do. I had a really hard time coming to terms with the fact that the one thing you could take for granted – the earth being beneath your feet – couldn't be taken for granted after all. You can say it was a rude awakening! The only thing that kept me grounded, so to speak, was getting Julie to a safe place. Of course, every time there was a little shake – or a big shake – I had a different response.

Man 1: So, I guess you packed your bags and left on the next flight out?

Woman: No. We actually stuck it out for another five days.

Man 1: And what was it like for you during that time? Did you begin to get over it?

Woman: Well, that was another strange thing. The more we heard people's stories, the jumpier we became. I mean, the aftershocks continued the whole time, so we hardly slept at all. It was one thing to be out in the open when it happened and, in a way, I'm glad we were, but back in the hotel, the sounds and the sensations were very different when there was a tremor; more threatening. I could only imagine what it was like for all those people in buildings during the actual event.

Man 2: I can't say we enjoyed much of our remaining time there. We seemed to spend the whole time rushing out of the building, waiting for a while, then slowly venturing back, in twos and threes – until the next one. It was like that day and night.

Man 1: Well, it sounds as though neither of you will forget it for a long time, if ever. We're glad you're back safe and sound on terra firma. Thanks for coming in today to talk to ... (Fade)

PAUSE 10 seconds

Now you'll hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That's the end of Part Three.

Now turn to Part Four.

PAUSE 5 seconds

Part 4

Part Four consists of two tasks.

You will hear five short extracts in which different people are talking about the breakdown of a friendship.

Look at Task 1. For questions 21-25, choose from the list (A-H) the reason each speaker gives for their friendship ending.

Now look at Task 2. For questions 26-30, choose from the list (A-H) how each speaker felt about their friendship ending.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

PAUSE 45 seconds

tone

Speaker One

I'd been friends with Alex for a couple of years, I guess, when I realised that ours was a friendship that wasn't going to stand the test of time. It took another year or so before the inevitable happened and we finally stopped hanging out. Now we rarely see each other. We'll bump into each other at the odd party or maybe in the supermarket, but that's about it. I guess everyone has a different tolerance level for negativity and I just couldn't take Alex's gossiping. Don't get me wrong, I'm not adverse to the odd bit of tittle-tattle. But I'm relieved I don't have to be around her toxic words and constant eye rolling anymore. And now I realise, if she was talking about others, she was probably doing the same about me behind my back.

PAUSE 3 seconds

Speaker Two

When Charlotte got married, she started spending less time with me - of course. She had other priorities and I actually didn't expect her to have the same level of availability for me. So it wasn't that ... it was more that her situation just didn't match mine anymore. We were doing different things ... we wanted to do different things ... our social circles became completely different. One day I just woke up and realised we had nothing in common anymore. I talked to her about how I felt because I didn't want to just stop calling her and leave her wondering why ... but she seemed totally dispassionate about the whole thing. Made me realise I wasn't losing anything letting go.

PAUSE 3 seconds

Speaker Three

I'm the sort of person who goes out of my way to entertain someone or cheer them up when they're bored or sad or just not feeling that good. And I certainly feel I did that with Sam. But did it work both ways? No. It was always me there for him but not the other way round. That's why I eventually walked out of his life. I can't really say it was his fault or my fault though. To do that would be childish. Perhaps he

changed, perhaps I did, perhaps neither of us did - who knows? Sometimes you just can't figure out why you start feeling differently about your friendship. Anyway, Sam doesn't even live around here anymore. He moved overseas permanently earlier this year. It would have been hard to keep up the friendship long-distance, I think.

PAUSE 3 seconds

Speaker Four

It may seem counterintuitive but it was actually the lack of conflict that was the sign that our friendship was over. It meant Emma and I had both given up on our friendship and were ready to move on. You have to confront problems when they arise. Arguing can actually be good. I mean, you argue, you clear the air, you apologise and that's that. But towards the end of our friendship, when we did things that bothered the other, we didn't deal with it. Neither of us cared enough to. I can't really think of a surer sign that it's time to give up on a friendship than that, can you? Still, I should stress that even though I was ready to let go, it didn't mean that I didn't feel bad about doing so, or responsible. Because I did.

PAUSE 3 seconds

Speaker Five

PAUSE 2 seconds

Before we fell out, Nathan and I had been friends forever. Our friendship was a strong as they come and I would have done anything for him - anything. Everyone used to joke that we were like two peas in a pod and that we had an almost intuitive understanding about what the other was thinking or feeling. Anyway, it doesn't matter what happened, but let's just say that at first I gave him the benefit of the doubt. After all, I hardly knew the person who told me the story. But I was wrong to. After that, I pulled away, and cut all contact. I only wish I had had it out with him - really told him what I thought of him. I definitely regret that. But at the time my only thought was how do I prevent this person from ever hurting me again? And the answer was: don't ever speak to him again.

PAUSE 10 seconds

Now you'll hear Part Four again.

tone

REPEAT Part Four

PAUSE 5 seconds

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

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

Practice Test 2 – Paper 3 Listening

This is the Certificate of Proficiency in English Listening Test. Test 2.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you'll hear this sound:

TONE

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Part 1

Now open your question paper and look at Part One.

PAUSE 5 seconds

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

Extract One

PAUSE 15 seconds

TONE

On first hearing that director Paul Thomas Anderson's new film was to be called *The Master*, I thought: isn't he a little young for autobiography? There are plenty of people after all – myself included – who would not dispute Anderson's claim to be at least a master-in-waiting, for even in his debut film there were seeds of brilliance. But as it transpires, Anderson's latest film, *The Master*, has scenes, moments and touches of greatness of a sort only Anderson could have conjured. But, much as I wished it otherwise, it's not a great film and in its latter stages becomes an actively frustrating one.

But onto the film: the actors who play the two lead characters lose themselves entirely in their roles – down to their strained postures and seething fury that always lurks just behind their soft, deadened eyes. Both actors are a good match for each other, and scenes between them are electric to watch ... although, admittedly, the plotline comes to a somewhat underwhelming close.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

Woman: Do you remember when there were only three channels to choose from? I mean, there was just nothing on... and whatever was being broadcast wasn't usually worth watching. We're much better off now with all this variety.

Man: Well, I'm not sure there really is a noticeable change in quality, you know. Neither would I criticise what I call the good old days. There's so much available now that you can't see the wood for the trees and I'm often at a loss to know what to watch. At least with a more limited choice it was easier to decide on something.

Woman: I suppose you've got a point there, but the thing is, now, with all these channels, there is heightened competition, so each channel is fighting for the ratings and that means that they will produce better quality television.

Man: Well they should be producing better quality according to your theory, so why aren't they? Lots of the channels don't even produce anything, all they do is play re-runs of old series and films.

Woman: But don't you see that's the beauty of it, now there is something for everyone! Many viewers simply love those old re-runs, and now at the press of a button they can watch them. The vast number of channels means that television can now cater for all tastes.

Man: Well I can never find anything.

Woman: There's always the off button.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

For the vast majority of the population the attraction of this activity is probably beyond us. But over the last decade or so, its popularity has increased to the extent that people from all walks of life are having a go. Just what is it about jumping into a void with only your ankles to break your fall that is so alluring, though? Well, I think that unlike other dangerous sports, this does not require any level of expertise; you don't need any form of instruction as you would with, let's say, free falling out of a plane. Neither does it require any measure of talent. The only similarity I can honestly see is that it takes an awful lot of nerve to do it.

But apparently the rewards are very much the same. As with snowboarding, rafting, motor cross or any other number of so-called dangerous pastimes, this gives you the same thrill and rush of excitement as the most difficult of them. I must admit I really take my hat off to anyone daring enough to take this leap of faith: and I mean faith not only in themselves, but also in the technology holding them up. Personally, I'll remain the awe-struck spectator with my feet firmly on the ground.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

That's the end of Part One.

Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear someone talk about a serious threat that the UK's forests are facing. For questions 7-15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

PAUSE 45 seconds

TONE

Welcome, everyone, to this, the first of a series of talks about the future of the UK's forests. As many of you are aware, the UK's forests are under unprecedented threat from foreign pests and diseases. In the past three years, over 3 million larch trees, as well as thousands of mature oak and chestnut trees, have been felled to prevent fatal plant diseases spreading out of control. And just last week, the ash dieback fungus was discovered in East Anglia, making this fungus the latest invader to pose a serious threat to UK trees.

Why is the UK under such an unprecedented level of threat from exotic pests and diseases? One reason is the international trade in live plants. There are protections in place, of course – such as the European Union Plant Health Regime – that seeks to minimise the likelihood of disease spreading when plants are traded across international borders, but it is obvious that all these protections are failing. Too many pests and diseases are still getting through.

This year, thousands of larch trees have had to be cut down in Wales and Scotland to prevent a plant disease called *Phytophthora ramorum* from spreading. Known as 'sudden oak death' in the US, it has not yet infected British oak trees; just larch trees. Since its discovery in the wild in 2009, *Phytophthora ramorum* has been found extensively in the UK's larch tree populations, resulting in a large number of the trees being cut down over a wide area.

Currently, there are six to eight tree diseases in the British Isles that are cause for real concern. In the 1960s and 70s, it was Dutch elm disease, which killed 30 million trees; in the 1990s it was a new *Phytophthora* which devastated alders along river banks. But, very worryingly, in the last 10 years we have had as many new diseases as we had in the previous 40 or 50 years. Plant experts are particularly concerned about the oak processionary moth, which arrived in London in 2005 and which has now developed two major populations. This moth has the potential to spread anywhere there are oak trees. It has already become established in the Netherlands and Belgium, possibly as a result of climate change and warmer winters. The caterpillars of the oak processionary moth can cause serious defoliation of oak trees, and weaken the trees to the point that they are prone to other diseases.

Then there's *Dothistroma* needle blight, which affects a range of conifer species and threatens commercial forests by significantly reducing timber yields in plantation forests. It has been found in all forest districts in England and Scotland, and three out of four forest districts in Wales.

Plant diseases and pests can arrive by several routes. In March, more than 250 live larvae of the Asian longhorn beetle, which can kill oak and willows, were found in trees in Kent. Over 2,000 trees had to be cut down and burned. It's believed the larvae came into the country on wooden packaging in a delivery of Chinese stone.

Plant pathogens are, in fact, on the rise globally and Britain is particularly susceptible because of its increasingly warm, wet winters and because it is a centre of world trade. Easy access to plants from around the world has encouraged gardeners to buy millions of exotic plants, many of which can arrive diseased. Some plants can only enter Britain with 'passports', but the majority of diseases are only identifiable in laboratories.

PAUSE 10 seconds

Now you'll hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That's the end of Part Two.

Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear a conversation between two photographers about how they work. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Man 1: Nathan James and Denise Allen spend much of their time out roaming the streets of New York, cameras in hand, ready for action. Both are up-and-coming new photographers who are establishing excellent reputations in the field, and we're very fortunate to have them with us today, offering insights into their lives and their craft. Welcome, both of you.

Man 2: Thanks.

Woman: Thank you!

Man 1: To start off, would you mind talking a bit about how you work? For example, how do you find your subjects?

Man 2: You need to have keen observation and quick reactions to get a good photograph on the street. I take my best photos when my mind is sharp and I'm in the zone, which means I'm completely focused on the task at hand, no distractions. I'm not thinking about what I'm going to eat for dinner or who I'll be meeting up with later. I'm focused. My best pictures generally have people in them, but really anything could be the subject. The people are sometimes the ... uh, background. On good days, I keep my eyes fixed on the middle distance, ready to capture anything interesting that may happen. On some days, however, I don't have much luck and end up wandering around for hours, taking the odd picture of things I notice – a window display, some graffiti, whatever.

Woman: We're very different in this respect because my subjects are always people. As a fashion photographer my focus is narrower, though we have the same issues working on the street, I mean, you can simply never predict anything. It's not like, OK, I haven't worked enough this week so today I'm going to take 10 good photos. You have to take it when it comes. The difference with me is that since I know what I'm looking for, more or less, I'm planning my locations. I mean, on certain streets you just find interesting people; in certain neighbourhoods it's practically guaranteed. There are always surprises though, and they are wonderful. I live for the surprises. I could never be a studio photographer.

Man 2: Yeah.

Woman: Something that strikes me, right away, about your photography, Nathan, is that it's all in black and white. It's a great effect but aren't you ever tempted to use colour?

Man 2: No. I think black and white has its own unique qualities that make it the best medium of expression, for me, at least. Colour can distract attention away from the subject – it tends to dominate the composition. I'll admit, though, that occasionally I'm tempted to work with colour on really sunny days, particularly in the winter.

Woman: I live for colour. I love black and white photography, but, for me, colour is so important. But then, how people use colour is a big part of their style, which is what I'm trying to capture. Often my photographs will be about a really novel, creative way someone uses colour to express themselves. It's enough sometimes; it carries the photograph.

Man 2: Well, something I gather that we agree on is the telephoto lens.

Woman: Oh yes, I never use them and I can see from your work that you don't either. I like to make my photos more intimate by getting close to my subjects. A long lens compresses distances and makes the viewer feel disconnected from the subject.

Man 1: Sorry to interrupt, but how do you both get so close to your subjects, then? I'm not a photographer myself, but I've dabbled a bit. I'm always too self-conscious to photograph people. I feel like I'm disturbing them, infringing on their privacy. And don't you change people's behaviour when you put a camera in their face? How do you manage?

Woman: Well, sometimes my photos are posed; then it's easy. I have the help of the subject. You know, I see someone with an amazing outfit and I go up and talk to them and then photograph them with their permission, either going about their business or striking a pose for me, usually whatever they prefer – whatever they feel most comfortable with. And most people love it. They find it really flattering. This is how I work, say, sixty or seventy percent of the time. Other times it's just a snap. Usually I'm still and quiet and somebody is busy in the dynamics of their life, their day, and they don't even notice. Occasionally I've caught myself following someone, which is really awkward! You know, we're not supposed to do that to each other – it's a bit stalkerish! That's only when I'm really caught up in my work though, and it's always accidental!

Man 2: I've done that too, but I don't have a problem with it. After all, it's what journalists do all day, and what about the paparazzi?

Woman: Yeah, but we're not paparazzi. And we're not photographing stars; our subjects aren't used to being followed with cameras, are they?

Man 2: What I usually do when I find a scene with potential is just watch and wait, trying to blend in as much as possible. Sometimes I can anticipate something interesting happening, but often it's just luck. Often people don't notice me if I choose a moment when they are absorbed with what they're doing. But you do need to have guts as a photographer.

Man 1: Interesting. To finish up today, can you both comment on what you love about what you do? What keeps you getting up in the morning, so to speak?

Man 2: It's not that hard to find opportunities for reasonable photographs, but you only rarely come across a scene which could make for a great photograph. It's all down to luck, and when you set out each day, you have no idea what you're going to come back with.

Woman: It does feel good when you get a great shot because it's like a gift. But for me it's simply because this is what I do. When I got my first camera at twelve, I went out and started photographing what I was interested in, which happened to be fashion. I've never stopped. I'm so fortunate that I can earn my living doing this at the moment, but even if I couldn't, I'd still be doing it.

PAUSE 10 seconds

Now you'll hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That's the end of Part Three.

Now turn to Part Four.

PAUSE 5 seconds

Part 4

Part Four consists of two tasks.

You will hear five short extracts in which different people are talking about their first home.

Look at Task 1. For questions 21-25, choose from the list (A-H) which kind of housing each speaker is talking about.

Look at Task 2. For questions 26-30, choose from the list (A-H) the phrase which best summarises how each speaker felt about that kind of housing.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

PAUSE 45 seconds

TONE

Speaker 1

PAUSE 2 seconds

Well, you know this kind of housing is in short supply and can't cater to all those in need. So, I had to wait in the 'social queue' which had at least another 600,000 young people like me. I really wanted to leave the nest right after school but on my wages that proved to be impossible. At home, it was crowded – I had to share a bedroom with my three brothers – that alone would stress me up after a hard day's work. Fortunately, that's what helped me move up the list. Finally, after several months, I was able to meet the criteria of the council and secure a place of my own. The rent is low enough to allow me a dignified lifestyle and I relish my new found freedom.

Speaker 2

I had just landed my first job – a dream job, you know, great salary, flexible hours doing exactly what I had studied. After sharing student accommodation for so many years, I wanted something of my own. I didn't want to have any more encounters with rogue landlords. Interest rates were down and banks were giving loans easily; I decided to take the plunge. I was lucky enough to find an affordable new building just outside the city centre. It was rather cramped, mind you, but it was mine and that's what mattered.

Speaker 3

If I had been needy enough, I might've got into social renting – I wasn't willing to go homeless to accomplish that though. So, I went for the next available option. Of course, there is no security in renting privately and good landlords are hard to come by, especially in lower-end accommodation; as a trainee, I couldn't afford anything posh. I was lucky enough to find a decent place close to work and conditions weren't as poor as I had expected. Its greatest advantage was the flexibility of the tenancy – I'm not the type to want to put down roots – more like a rolling stone. Others consider that kind of tenancy to be insecure – I believe it's a benefit that allows you the freedom to move at will.

Speaker 4

I must admit I really wanted my own little nest but first I wanted to save up for a down payment – and this was my only option. It wasn't so bad – my parents had used some of their savings to add an extension to the house which was used as a guest house until, of course, I moved in. Despite its small dimensions, it kind of grew on me. I had everything I needed to live there year round and enjoy my independence. Of course, having mum's cooking within reach was one of the perks I truly enjoyed.

Speaker 5

Well, it was a four-bedroom house and there were three couples living there. One bedroom was a common room, of sorts, with a sofa and TV. All we had to bring with us was our personal stuff as well as towels, bedding and such. Apart from that, everything else was included, even some crockery and kitchenware. Of course, there is no security of tenure while you're there – they could ask you to leave anytime and with little warning. And the shared bathrooms weren't exactly our cup of tea but sometimes there's just no room for being choosy. It was all we could afford just coming out of school. At least we had a chance of qualifying for social housing – though we knew the wait would be long – so we had to make the best of it.

PAUSE 10 seconds

Now you'll hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

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

Practice Test 3 — Paper 3 Listening

This is the Certificate of Proficiency in English Listening Test. Test 3.

I am going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions.

At the start of each piece you will hear this sound:

TONE

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Part 1

Now open your question paper and look at Part One.

PAUSE 5 seconds

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

Extract One

PAUSE 15 seconds

TONE

The real dilemma is that what you might do to manage a population of feral domesticated dogs, even an ancient one, is fundamentally different from how you would want to manage a distinct species of animal, in this case, possibly an extremely threatened one. New Guinea Singing Dogs are a real puzzle in this respect, and to make matters worse, their wild environment is remote and has very difficult terrain. They're an incredibly shy animal too, the last expedition reported hearing their distinctive howl, and saw footprints, but did not catch sight of even one individual. In effect, we know nothing about their status or behaviour in the wild.

All we have is a few reports from earlier in the century, and the domestic breed, mostly present in the United States, that originated predominantly from one pair, and a few zoo animals. There are a few hundred individuals descended from this pair being kept as pets, and some in zoos, and people are making observations about their characteristics and behaviour. Most who are familiar with New Guinea Singing Dogs believe they are indeed a unique creature,

distinct from the domestic dog, because they have a number of distinctive characteristics, such as their song-like vocalisation and their ability to climb trees. Indeed, recent genetic studies have placed them closer to Australian dingoes than to the domestic dog or wolf.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

Man: P.G. Wodehouse is called, by many, the pre-eminent British comic writer of his time, and a master of English prose. During his prolific career, spanning seven decades, he always wrote about the British upper-class lifestyle in the period surrounding the First World War. Even after dwelling many years in France and the United States, he never altered his subject matter.

Woman: He had no need to! He was immensely popular, and his characters were well-loved, as much for their gentleness and their honourable natures as they were for their ridiculousness. Yet, I believe some critics maintain that the world he was writing about never truly existed.

Man: Well, I think what people generally fail to realise is just how early most of his main characters, who remained prominent in his stories throughout his career, were conceived. We see him as a writer of the nineteen twenties and thirties, but all his significant characters first appeared in the first decade of that century. Indeed, by the end of World War One, the world Wodehouse portrayed had ceased to exist. It's a tribute to his skill that so many have enjoyed and still enjoy his stories.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

We all know that staying too long in the bath has the unavoidable consequence of prune-like, wrinkly fingers. In fact, I remember, as a child, asking my mother for an explanation and being told that the water makes the skin swell up. That sounded reasonable to me. But now, scientists have come up with compelling evidence that there is more to it than that. They observed that the reason the wrinkles appear is due to the constriction of blood vessels - something under the control of the sympathetic nervous system, which also controls important things like breathing and heart beat. This means the wrinkles aren't a chance effect, which, in turn, means that they must serve some fairly important purpose - they must have conferred some sort of

advantage to our ancient ancestors. Well, the scientists set up an experiment that involved smooth-fingered and wrinkly-fingered subjects moving wet marbles from one bucket to another and guess what! The wrinkly-fingered subjects could move the marbles around much more quickly. In effect, the wrinkles are acting like the tread patterns on tires, and providing a better grip in wet conditions. Now, the research group is eager to expand their studies to see if the wrinkly-finger phenomenon occurs in other primate species. This would indicate an early origin, perhaps to help in gripping wet tree branches. Conversely, if the trait is unique to humans, then it could have arisen to aid our ancestors with foraging in wet environments like rivers and seashores.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

That is the end of Part One.

Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear a lecturer at a university talking about issues relating to the ecology of Ascension Island.

For questions 7-15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

PAUSE 45 seconds

TONE

Ascension Island is a small, isolated volcanic island in the Atlantic Ocean, approximately equidistant from Africa and South America. Throughout history it has been a strategic stopping point for ships and planes in wartime, and it houses British and American military bases. It has little permanent fresh water, no indigenous population, and the few native plant species it once supported have been decimated by introduced sheep, goats and rats. Yet, it's of interest to ecologists for a number of reasons. Ascension Island has a history of receiving attention from scientists. Darwin visited it on his way home during the now-famous voyage of the Beagle. He was struck by its barrenness and commented "The island is entirely destitute of trees, in which, and in every other respect, it is very far inferior to St. Helena. Mr Dring tells me, that the witty people of the latter place say 'we know we live on a rock, but the poor people of Ascension live on a cinder.' The distinction in truth is very just." Almost 10 years after Darwin visited Ascension, a botanist called Joseph Dalton Hooker visited the island and, with the support of Darwin and Kew Botanical Gardens, encouraged the British Navy to start a tree-planting

program on the island. Throughout the 1850s, ships brought many different plants from botanic gardens in Europe, Argentina and South Africa, and the highest point of the island, Green Mountain, gradually developed into what can best be described as a tropical cloud forest. As the naturalists had hoped, the vegetation increased precipitation and significantly changed the environment of the arid island.

This rather haphazard ecological experiment has great significance today. The foremost consideration comes from the fact that a tropical cloud forest has been successfully created in just a hundred years, completely artificially. This may seem like a wonderful reassurance in a world where a land mass the size of Costa Rica is being deforested annually; perhaps these degraded environments can be successfully restored in the future. It may also end up changing some of our fundamental views of ecology. Co-evolution, the process by which two species change together in a way that is beneficial to both, has long been considered pre-eminent in the formation of complex ecosystems and the driving upwards of biodiversity. Yet on Green Mountain, there has been no time for co-evolution to occur, and yet, there is a functioning and reasonably complex ecosystem present. All the species' interactions here indicate another theory, called ecological fitting, is at work. In this theory, species come together by accident, and the ones that fit successfully persist. The example of Green Mountain hints that perhaps ecological fitting plays a larger role in the formation of ecosystems than was previously thought; though undoubtedly both ecological fitting and co-evolution are important to varying degrees in different situations. Finally, some researchers have suggested that the transformation of Green Mountain might offer a template for the terraforming of Mars into an earth-like habitable planet, though for the time being this remains largely conjecture. Of course, there is also a downside. Some ecologists criticise Hooker for his interference in Ascension's natural environment. Indeed, even Hooker had regrets and is quoted as saying "The consequences to the native vegetation of the Peak will, I fear, be fatal, and especially to the rich carpet of ferns that clothed the top of the mountain when I visited it." Of the ten plant species native only to Ascension Island, four are now extinct and the others are threatened with extinction. Green Mountain is now a national park, where efforts are being made to protect the remaining native vegetation, but some still say we have lost an opportunity to watch how the ecosystem of this relatively young island might have developed naturally.

PAUSE 10 seconds

Now you will hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That is the end of Part Two.

Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear a journalist, Jenny Kay, interviewing an athlete, Gregory Jones, on the subject of intermittent fasting. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Man 1: Today our health reporter, Jenny Kay, has something very interesting to share with us. She's invited into the studio a renowned athlete, Gregory Jones, who has been creating a bit of a buzz in the media about something called intermittent fasting and its health benefits. Over to you, Jenny.

Woman: Thanks, Bob. Mr Jones, I'm delighted you've agreed to come in and speak with us today.

Man 2: It's my pleasure.

Woman: First of all, I must ask, why did you become interested in diet? You've had a successful career as an athlete, you regularly complete marathons, you're clearly healthy. Surely you aren't concerned about weight loss! It's a bit of a mystery to us ordinary folks. What's your motivation?

Man 2: No, weight loss is certainly not one of my goals but I'm always interested in improving my times, as an athlete, and, as a human being, I'm interested in improving my health. And a lot of the research coming out lately is very compelling. It's looking more and more like intermittent fasting offers a lot of benefits.

Woman: Intermittent fasting; is that the name of the diet you're trying out now? What does it entail, exactly?

Man 2: No, no, intermittent fasting is more of a concept than a diet; a lot of different diets and lifestyle choices have sprung from it. It starts with the notion that our ancestors went through periods of scarcity and periods of plenty. When they had food, maybe an animal was killed, everyone ate all they could, then perhaps they did without for a while. It was literally feast or famine.

Woman: But this runs contrary to most of what I've heard about eating healthily. For many years everyone's been insisting that people who want to be healthy must eat many small meals each day, eating every few hours, to keep their energy up and keep the threats of hunger, and inappropriate snacking, at bay.

Man 2: This idea that we should eat every few hours, eat small meals frequently, it's very modern. It requires the presence of supermarkets, really. That's my view; it's a modern construct and quite unnatural. The body works all the time in this situation, always digesting; it never rests. It never gets the chance to idle, to maintain itself. In my view, it's completely intuitive. And this is exactly what research is showing now. It's been fairly well documented that when the body has food, it's building,

cells are dividing, all the energy expenditure of the body is being used in this way, but when there is scarcity, a switch is flipped, so to speak, and our bodies change into a mode of repair. Cells start breaking down cellular waste products into energy, and in the process, damaged cells and waste products of metabolism get cleaned up. This is very, very important for health because if we're always eating, the body never gets a chance to clean up, and the very things that are being cleaned up are the same things that are implicated in cancer, heart disease, and all the visual effects of aging.

Woman: Yes, I've heard this before. This is the idea behind calorie restriction, isn't it? That's when people, or lab animals as the case may be, eat only 30 or 40 percent of what is generally considered their normal calorie intake. So, naturally, their bodies think they're starving and these changes you've mentioned take place. And they live much longer than they would otherwise. But this isn't the same as fasting once in a while, is it?

Man 2: Well, actually, it is. That's the really exciting thing. Scientists have done a great deal of research on calorie restriction, for many many years, and it's very well accepted that this is the only intervention that has been found so far that significantly increases healthy lifespan, in all manner of organisms, from fruit flies to primates. But for some strange reason, people aren't adopting this lifestyle.

Woman: Oh yes, and I can't imagine why!

Man 2: We've all seen the blokes on TV, who look like skeletons, saying how great they feel. But they look terrible! I've tried calorie restriction, and to be honest I couldn't handle the changes in my appearance, the muscle loss, and even more importantly, I couldn't run like I could before. For an athlete that's a deal breaker.

Woman: But why on earth would you try it in the first place?

Man 2: Isn't it obvious? I mean, I don't mind how long I live, but I want to stay active and well. I don't want to spend the last ten years of my life in an armchair unable to take care of myself, which is so common these days. I don't care much for lifespan extension on its own; what I'm looking for is healthy lifespan extension. These two things are very different.

Woman: Well, yes....

Man 2: What's so exciting is that now experiments are starting to show that intermittent fasting – that means something like eating for 4 hours then not eating for 20, or not eating at all for 24 hours several times a week – has all the same effects as calorie restriction. In some cases the effects are even stronger. And the thing is, personally, I find it easy. It fits well with my lifestyle. It saves me time. I feel more alert. Also, I eat the same overall calories, so I don't lose much weight or muscle mass and I can eat whatever I want when I'm eating. My performance went down at first, but now it has actually gone up. I'm running better on this diet than I did before.

Woman: But don't you get hungry and moody? I'm awful if I miss a meal.

Man 2: I did at first, yes, but then I got used to it. And if I have a really difficult day, and I feel like I need to eat, then I do. That's the beauty of it – it's intermittent – you don't have to always do the same thing, or do it in a particular way.

Woman: Very interesting. Thank you, Mr Jones. I'm afraid we're out of time...

PAUSE 10 seconds

Now you will hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That is the end of Part Three.

Now turn to Part Four.

PAUSE 5 seconds

Part 4

Part Four consists of two tasks.

You will hear five short extracts in which people talk about a surprise and how they felt about it.

Look at Task 1. For questions 21-25, choose from the list (A-H) what each speaker thinks about surprises.

Look at Task 2. For questions 26-30, choose from the list (A-H) when the surprise that each speaker mentions took place.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

PAUSE 45 seconds

TONE

Speaker One

Well, I don't know. I would say it depends. OK, let me give an example; when I turned sixteen, my friends and family threw a surprise party for me. I'd arranged, several weeks in advance, to meet with a few close friends in a cafe that night, just for a low key celebration. But on the day, nobody acknowledged my birthday - no one at all. I was amazed. I thought everyone had forgotten. It was a difficult age and I remember feeling somewhat validated in my idea that people were awful. By the time I got home from school I felt really sad. I called my best friend and asked if she remembered our plans to meet; she said she did, but there was still no mention of my birthday. I went to the cafe and waited. My friends were late. When they arrived, all together, they said we had to go to Lisa's house 'cause she'd forgotten her mobile phone. Of course, everyone was there with presents and cake and it was a wonderful party. I was so happy; probably happier than I would have been if I hadn't been so sad before. I guess that's my view of surprises, they're nice, but often they're nice because of a darker side. I don't know.

Speaker Two

I love surprises; any and all surprises! They're the thing that keeps life exciting. They keep us from getting bogged down in our daily routines; give us something out-of-the-ordinary to smile about. I think parents give children a lot of surprises and I think life is surprising for children too, really; they don't know so well what to expect, so things that happen often have that magical element of surprise. I think that's where a lot of the joy of childhood comes from. As we become adults, life surprises us less, and the people around us stop going out of their way to surprise us too and we become serious and lose an element of joyfulness. My favourite surprise ever was during exams. Somehow, before an important exam, my friend got into my school bag without me knowing, found my pencil, and tied a small note around it, saying 'good luck, you'll do great!' It completely made my day, and I'm sure it improved my attitude in the exam. It so easily could have not worked – I might have used another pencil, the note could have fallen off - but it worked perfectly and it really lifted my spirits on a challenging day.

Speaker Three

I would say that surprises are almost always for the benefit of the surpiser, not the person being surprised. Think about it. Most of us like to feel in control of our lives. We like to go out when we feel like going out and watch TV when we're tired. We like to make decisions in a rational way and prepare for different outcomes. On the other hand, it can be great fun to watch someone being taken off guard. You get to see all sorts of facial expressions, and a mishmash of emotions that usually don't appear together. It appeals to our curiosity – 'what would happen if.....' and it also gives us a sense of power. So really it's selfish. I decided to surprise my girlfriend, when we'd been together for a year, by taking her to the theatre. She loves the theatre; I knew that. I got tickets to a play I knew was a favourite. I told her we were going to the cinema, and when I picked her up, and took her to the grand old theatre, with the chandeliers and velvet curtains, she was livid. She was wearing exercise trousers and trainers. It hadn't even occurred to me. She was so upset because she hadn't dressed appropriately for the theatre because she hadn't known, and this humiliation was my fault because I didn't warn her. I can see now it was selfish. I hadn't worn my exercise trousers, I would have felt ridiculous! Why did I want to put her in that situation?

Speaker Four

My first instinct would be to say I don't like surprises, but on further thought, that's not true at all. If I came home and someone had painted my front door a different colour, no, I wouldn't like that. But I'm studying dance, and I practise with a lot of different partners, and when I think of what is special about the people who I really enjoy dancing with, it is their ability to surprise me. In an art form, particularly one that involves improvisation with

other people, surprise is something precious, something that comes from skill, but also from curiosity and spontaneity and a willingness to take risks. I can remember one instance - one of the times I think I've danced my best - when my partner led a figure I'd never come across before. We did it easily because we had that connection and presence in the moment, and I remember that I made a sound - I caught my breath in surprise - because I'd just done a figure that I wasn't expecting. He'd heard me, and when I looked at him he had a huge smile on his face and then we were both laughing, right there in the middle of the stage. I'm sure musicians who improvise have these moments too. It's a small thing - just a moment - but something very special.

Speaker Five

Personally, I can't think of a single instance when a surprise would be better than having advanced warning. But maybe that's just me. I'm a planner. Planners have a bit of a bad rap, in our culture at least. If you call someone spontaneous it's inevitably complimentary and if you call someone methodical, it's usually not, though if you look the words up in the dictionary, neither are inherently positive or negative. Most people in my life know how I feel, so they don't try to surprise me, but I recall one instance, when my parents bought me a graduation gift. It was a lovely gesture, don't get me wrong, but it illustrates my point. I'd been considering buying a watch for quite some time, I knew the make and model that I wanted, I'd done really extensive research, and I was saving my pennies. My parents knew what I wanted too, well, more or less. They surprised me by buying me the watch, but they didn't get the exact model I had chosen, which had slightly different features, which were, in my opinion, far more useful. It wasn't as simple as just exchanging it either, because the model I wanted needed to be specially ordered. What could I do? I couldn't hurt their feelings, so I had to make do. All of my friends tell me to just relax, that I'm too particular, and maybe they're right, but I would have preferred to do without the surprise and just order the watch myself.

PAUSE 10 seconds

Now you will hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That is the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I will remind you when there is one minute left, so that you are sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

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

Practice Test 4 — Paper 3 Listening

This is the Certificate of Proficiency in English Listening Test. Test 4.

I am going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions.

At the start of each piece you will hear this sound:

TONE

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Part 1

Now open your question paper and look at Part One.

PAUSE 5 seconds

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

Extract One

PAUSE 15 seconds

TONE

A few of those who phone in are probably attention seeking rather than voicing a serious point of view, but it's rare enough for someone not to present a genuine concern. In most cases considerable thought has been put into it. For the vast majority of our listeners, I do believe we're providing a forum where they can express their opinions and enter into a dialogue with the various public figures who are guests on the show. It's a good opportunity for the man on the street to make himself heard - and the nature of the programme has led to some pretty heated discussions, I can say.

This is where I come in, acting out the part of referee as it were - leading and controlling the discussion so that it makes good listening and good entertainment. I don't wish to come across as immodest, but it's not an unimportant role; people don't want to tune in and listen to a jumble of disjointed questions and answers. The discussions need to flow and connect, especially in this case, in the absence of any visual aid, which would otherwise allow facial expression to play a major role.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

Man: Recycled container ship housing has been getting a lot of attention in the media lately, and seems like a great alternative for the environmentally conscious individual who may be lacking deep pockets, but it's not as simple as that. First of all, most shipping containers have wooden floors that have been treated with numerous toxic chemicals to preserve them and to comply with strict international pest-control regulations. These wooden floors must be removed, creating a lot of toxic rubbish, and the container must be decontaminated, usually by completely sandblasting its surfaces. Also, if we look at the examples that have been designed and built, most were very costly showpieces by architects.

Woman: Wait a minute; I believe many of these examples were made especially to try to undo the reputation of shipping container housing as the stuff of sub-standard squatter communities. They set out particularly to show that this recycled material could make beautiful and luxurious homes. And these aren't the only ones, either – don't forget the student dormitories in Amsterdam that were built from shipping containers; they're economical and hugely popular, or the UK project in Brighton using shipping containers for temporary housing for homeless people. These are examples of comfortable, utilitarian, well thought-out dwellings.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

Anyone interested in the development of American music, or, indeed, even cultural history and social issues, ought to look into the life and works of Jonny Cash. He is an artist that defied genres. He may have been predominantly a country western singer, but he had several cross-over hits and has proved to be a lasting influence in music as diverse as pop, punk and metal. His deep gravelly voice and stark lyrics contained a style and sentiment that has proved to be almost universal. Testimony to this is the fact that Cash has been covered by as diverse a group of artists as the likes of Pearl Jam, Bob Dylan, Joan Baez, Elvis Costello, Blondie, the Clash,

and Nick Cave. Even more impressive, perhaps, is that at the age of 71, he covered the song 'Hurt' by the rock artist Nine Inch Nails; it was a huge success and the video made to accompany it became very popular and is considered by many to be one of the greatest music videos of all time.

And Cash was as influential for his ideology as he was for his musical style. His lyrics always portrayed the underdogs, generally labourers and convicts, in a sympathetic way. He was concerned about prisoners' rights and believed in rehabilitation and education. He played a now famous series of free concerts in prisons, several of which were recorded and became highly successful albums. He was known as 'The Man in Black' for his customary stage dress, and explained his attire in the lyrics of a song as being for the people who are suffering: the poor, the hungry, prisoners, soldiers, the old.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

That is the end of Part One.

Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear a researcher talking about a charitable organisation called Project Crevette.

For questions 7-15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

PAUSE 45 seconds

TONE

Project Crevette is an excellent example of how ecological changes can not only cause, but also mitigate, human disease. The project began in order to try to reduce the burden of the parasite schistosomiasis in Senegal where in some villages there is up to 90% prevalence.

Schistosomiasis has a complicated infection process. It is caught when people swim, wash, or walk in infected fresh water. Small swimming larvae enter their bodies through their skin, and migrate through the lungs to the liver where they mature. They then move to blood vessels near the intestines or bladder and begin to produce eggs. Each parasite can produce from hundreds to thousands of eggs per day, and most of these migrate through the tissue and pass out of the body when infected individuals relieve themselves, while other eggs that don't pass out of the body lodge in tissues and cause organ damage. If urine or faeces find their way into

a body of water, the cycle begins again. However, when the parasites reach the water, they cannot directly infect humans. An intermediate host is required. In the case of schistosomiasis, the intermediate host is the aquatic snail. The eggs hatch in the water and the hatchlings, at this stage called miracidia, infect snails. The miracidia multiply inside the snails and eventually the snails release a new form of larva called cercariae which swim freely in the water and penetrate any human skin they come into contact with.

Schistosomiasis has always been a sporadic problem in Senegal, but in the late 1980s infection rates exploded. This coincided with the construction of a dam in the river at this time, to stop the back flow of salt water into agricultural areas. While this dam offered great advantages in the form of energy and improved agriculture, it also caused the near extinction of a species of migratory prawn which feed on fresh water snails. With the elimination of the prawns, snail populations thrived, and schistosomiasis increased.

Traditional prevention strategies did not stop the disease. Good sanitation could prevent contamination of water, but because of poverty, sanitation was inevitably poor. Avoidance of infected water could also halt infection, but once again, because of poverty, people had no other alternative for washing cloths, dishes, and bathing, even when they knew that the water was a danger. Although treatment is available, it made little difference because it could not prevent reinfection as soon as people once again had contact with water.

Then a researcher came up with the notion that the disappearance of the prawns was making the situation much worse, and consequently, perhaps their reintroduction could be protective. Project Crevette was set up to implement this idea. An experiment was started where villagers from two locations were treated, then a population of prawns was added to the water source of one of the groups while nothing was done to the water source of the other group. Though results are not in yet, reinfection rates in the prawn group are expected to be much lower.

The reintroduction of the prawns should be sustainable because of its economic benefits. Because the prawns require salt water to breed, they will have to be farmed by people and restocked into the river above the dam. While this is a lot of work, there is a great incentive because the prawns are a delicacy that sells for a high price in local markets. There is even a global demand, making the prospect of an export market and increased profits a future possibility. It certainly seems like the ultimate win-win situation. A health crisis may be solved and a profitable industry established in an impoverished area, just by restoring a disrupted ecosystem.

PAUSE 10 seconds

Now you will hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That is the end of Part Two.

Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear part of a discussion between Bret Wilkins, a computer programmer who has worked in the development of screen reading software, and one of his clients, Lisa Smith, who is blind. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Woman 1: The Royal National Institute for the Blind, or RNIB as it is more commonly known, has long been dedicated to helping those with sight problems. My guests today are Bret Wilkins, a computer programmer working with the RNIB, who specialises in technology for the blind, and Lisa Smith, a client who has been able to benefit from this technology. Bret, how exactly can a computer assist someone with sight difficulties? The screen, after all, is a visual tool.

Man: Well, in fact, computer technology has given the visually impaired a new freedom which was previously inaccessible to them. As I'm sure you know, written script for the blind is called Braille – a system of raised bumps that allows blind people to read with their fingertips, which is much better than nothing but still has its problems, doesn't it, Lisa?

Woman 2: Oh, yes. Braille is a wonderful invention, but it does not give us much inclusion in the day-to-day workings of society. Books are available, for example, but not all books, and not the latest books. There is not much incentive, really, for the books to be made available. There's not much profit in it. Also, information, timetables, fliers – all these things have to be specially made in Braille and the reality is that it often doesn't happen. And it's hard for an individual to produce it themselves, or rather, it used to be.

Man: Now, a simple Braille keyboard can easily be connected to most computers and there are special web browsers, like 'Jaws' or 'WindowEyes' for example, that turn text into speech. So, the blind computer user is not producing Braille but instead is directly producing text, which they can hear back as speech, and which a sighted person can read. This allows them to send and receive emails – texts they receive can be read out by the same programs.

Woman 2: This has made more difference to me than anything in terms of inclusion in society. I can access much of the World Wide Web. I can research and read in a much more spontaneous way. I can also do things like check opening hours or find a recipe online. Not all of the websites work though.

Man: Yes, in practice we're still faced with a number of problems. Many companies, when creating a website, fail to take into consideration the needs of the disabled user – for example, graphics should have alternative text and links should have more than a simple 'click here' message, as blind people navigate using the keyboard tab keys rather than the mouse. Unfortunately, this is often not the case, and the reason is usually one of ignorance rather than a desire to be difficult. One of my aims is to inform as many companies as possible how to better design their sites and thus give disabled users improved access to the web.

Woman 2: This would be really good. What are people's attitudes like? Have you met with co-operation?

Man: Oh yes. I think companies realise that it's in their best interest to reach as many people as possible, and the blind population are clients, the same as anyone else. Lisa, can you explain more fully to our listeners how computer technology has given you new freedom?

Woman 2: Yes, of course. First of all, as far as the internet is concerned, the sheer amount of information and services available to the blind is phenomenal – as it is for everyone, actually. We can now look up train times unaided or shop online; just imagine how much easier shopping is! The list is endless. But it's not just the internet that helps. I mentioned some problems with Braille books before, well, they're heavy bulky things, too. So, you can imagine the tremendous space-saving capacity offered by the digital format; whole libraries can be uploaded onto computers. Files can be sent to computers then printed out in Braille or converted and listened to as audio material. All these things are becoming easier and more accessible to more people.

Man: One of the things I've been helping the RNIB with is its drive to ensure that as much material as possible is now converted into digital form, to help the blind and visually impaired have access.

Woman 2: Can I add one more thing?

Man: Yes, of course.

Woman 2: Well, the text to speech software in particular has made a huge difference to me, personally, in my ability to interact in a work environment with sighted people. I can now exchange emails and write reports in a way that is more or less equivalent to the way a sighted employee would work. It's changed the way I interact with my colleagues; I'm much more confident now.

Man: That's good news, indeed. Increased confidence is one of the best results we could have!

PAUSE 10 seconds

Now you will hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That is the end of Part Three.

Now turn to Part Four.

PAUSE 5 seconds

Part 4

Part Four consists of two tasks.

You will hear five short extracts in which students talk about their summer employment.

Look at Task 1. For questions 21-25, choose from the list (A-H) what employment each speaker had.

Look at Task 2. For questions 26-30, choose from the list (A-H) what each speaker found most challenging.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

PAUSE 45 seconds

TONE

Speaker One

You know, I can't really say it was a job, because no money changed hands; I was very well paid though, in the form of the training I received. We did fitness training, strength training, and swimming of course. It was rigorous and exhausting. On top of this, we did a lot of first aid and emergency response stuff. This will be so very valuable to me, in all areas of my life. I feel now like I can be useful in an emergency. That's a good feeling; I'm very grateful for that. I don't know quite how they manage because we were trained for a full month before we started work – that's a whole month full time, eight hour days. Then we only worked two months. I think they're counting on us coming back again next summer. I probably will, too. After all, there's no better place to spend the summer than on the beach.

Speaker Two

I suppose it's a stereotypical student job, isn't it? Taking orders, balancing all the plates and glasses, getting sore feet. The twist is the Japanese food, which I love, but as I'm not Japanese I had a lot to learn. My first days on the job were harrowing; I was getting asked "I'm allergic to wheat – can I eat udon?" "Is there meat in miso soup?" "What's wasabi made from?" I hadn't a clue. I kept having to go and ask and I felt completely useless. But soon enough, I learned. It helped that I could eat for free, so in no time at all I was familiar with all the dishes. And it was really fun going into the kitchen and seeing how they were made.

Speaker Three

To be honest, it's the hardest thing I've ever done. I'm quite used to being a student, you see. It was strange to suddenly find myself on the other side of that equation. I love the guitar, and I've been playing for more than eight years, so I have a lot of knowledge to share, and there was a demand, for some reason, and since I would earn about three times what I'd earn working in a shop, say, there was really no question. But nothing really prepares you for it. You kind of just get thrown off the deep end and you have to figure out how to make somebody see

why they ought to know something that may seem trivial, or why they need to repeat something boring. It was really important to me to be a friend, in the beginning, but I soon realised the importance of being strict, too.

Speaker Four

I was a cleaner, really, but I also got to interact with the animals, to try to make them comfortable and less afraid. Some were so friendly, and really wanted interaction, but many were hostile. Most were pets, but they were there because they were sick or hurt and so it's a terrifying place for them. It's difficult, actually, to clean around a terrified animal – you can get bitten or scratched really easily, and of course you don't want to make them any more distressed than they already are. When I first started, it seemed impossible, but there are procedures, and once you get used to it, it becomes manageable. For example, you can drop a partition down in the centre of the cage to keep the animal in one half while you're free to clean the other half. Once you've gotten the hang of it, the animals can sense it, so you have a lot less trouble. It really helps to move slowly and gently, without fear. Some that seem hostile only want comforting and when you can give them that, it's rewarding.

Speaker Five

There's a funny story associated with how I got the job, which was perfect, by the way. I was practically doing it as a hobby for years; I'm an obsessive tennis fan, I admit. I love the game, but I'm hopeless myself – no coordination, not very quick on my feet. Of course, I'd be a tennis star if I could, but since I can't play, I'm a fan. I would always go to as many games as possible, particularly to see my favourite players. I'd even travel, you know, take a weekend trip and catch a match while I'm there. So, it happened that I was watching one and my favourite players, and after the game I went to try to get an autograph, and as we were chatting I mentioned that I had plans to see him in London the next weekend, too, and he was like, "What?" He'd gotten confused and forgot where he was playing and I think he hadn't booked accommodation or anything. I was reciting out his schedule for him; I knew everything. I said "Where's the person who takes care of this stuff for you?" and he said, "Are you looking for work?" and it went from there!

PAUSE 10 seconds

Now you will hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That is the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

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

Practice Test 5 – Paper 3 Listening

This is the Certificate of Proficiency in English Listening Test. Test 5.

I am going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions.

At the start of each piece you will hear this sound:

TONE

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Part 1

Now open your question paper and look at Part One.

PAUSE 5 seconds

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

Extract One

PAUSE 15 seconds

TONE

Man: How's your reading going?

Woman: Not so well actually.

Man: Yeah, the effects of radiation on the body is a rather grim subject, isn't it? I hope once I'm a practising physician I never have to use what we're learning now.

Woman: Yeah, but it's not just that. I'm having trouble finding data. I mean, there have been plenty of accidents where large populations have been exposed to varying levels of nuclear fallout; why is there so little data on how it is affecting these people over time? Especially epidemiological studies; why are there so few? We're still so ignorant; everything is speculation and there is really no excuse. We've got Chernobyl, which happened about, what is it, 1986, and Three Mile Island from 1979, and nobody has looked scientifically at what's happened

to the people. Even in the Fukushima disaster, which occurred well after the internet revolution, we know little about what actually happened.

Man: Yes, you're right about that. I found some publications saying that increased cancer rates around Three Mile Island were due to 'anxiety'. This is a much more roundabout hypothesis than saying radiation exposure caused the cancer increase, but because officials said there were insignificant levels of radiation released, well.....

Woman: Nobody actually measured the levels until some days after the accident, I believe, and then only in a few locations!

Man: Exactly. A statement gets made that there is minimum threat to public health and no one investigates further. But there is pretty good research on the health impacts of Hiroshima and Nagasaki.

Woman: Yeah, but you know, that wasn't an industrial accident, was it? Nobody had to protect their reputation, did they?

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

Here we are outside the Brighton Pavilion. This was one of the summer palaces of the British monarchs in the past, built by George IV and used by his niece, Queen Victoria, too. Queen Victoria did not enjoy it, however, because of the lack of privacy there, particularly once train lines and affordable fares made it possible for thousands of people to easily make the journey from London to Brighton.

The Brighton Pavilion was built in stages, but the present extravagant style can be attributed to the nineteenth century architect John Nash. You will notice that the exterior appears Indian. Indeed, from here, you can see the gold domes, which remind us of the Taj Mahal. Yet the style of the interior is primarily Chinese. When you enter the Pavilion, you'll be amazed by the lavish furnishings, brilliant colours and wonderfully adorned ceilings. You may have heard it criticised for its bad taste and gaudiness, but I would certainly prefer to consider it an exotic gem from past history – our heritage from the monarchy.

Eventually, Queen Victoria sold it to the state; it's gone through various stages of disrepair since then and was once almost demolished. Naturally, some of its former elements no longer exist; but the present trend is one of restoration and many unique period pieces it once contained are being recreated.

If you wish to take a guided tour, you'll find help at the foyer on entering or you're free to explore on your own, and don't forget to visit the Pavilion shop with its fine gifts. Be sure to

make a note of where we are because the coach will depart, from this point, at 3pm when we'll be going on to visit the nearby Sea Life Centre. Please, make an effort to arrive back on time so that we can avoid any delays.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

Man: Good morning, everyone. On our breakfast programme this wet Wednesday morning, you're going to hear from our guest speaker about the benefits of fish in the diet. Now, let's welcome Mrs Doreen Lawson, who works at the Ministry of Agriculture and Fisheries. Good morning, Doreen.

Woman: Good morning, Stanley.

Man: Doreen, I gather that everyone would benefit if advertisers boosted the idea of fish as a health food.

Woman: Undoubtedly, yes. The fishing industry has been waning for the last ten years, what with limited stocks, constraints on fishing rights and rising costs. All this has had an impact on the consumer, so that fresh fish is rather expensive nowadays.

Man: Do you think this is what puts people off buying it?

Woman: Yes, it may be the case, but it shouldn't be. Fish may be dear, but people should be made aware that its nutritional value is far superior to other things eaten today. It's good for the eyes, the brain, the heart and, anyway, it's extremely tasty. I think they're getting their money's worth.

Man: Well, most people are beginning to realise this, but it's a pity that children are still loath to touch it because of the bones.

Woman: Yes, but there's no need to torture them, as there is so much fish available in fillets. Perhaps advertisers should bring consumers round to these products.

Man: I totally agree with you. Maybe the Scots have got the right idea as they even have fish for breakfast.

Woman: Yes. Do you remember the advert, "Go to work on an egg"? Perhaps we could do something similar and say "Go to work on a fish"!

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

That is the end of Part One.

Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear a radio program about fleas and their habits.

For questions 7-15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

PAUSE 45 seconds

TONE

There can be little that is less enjoyable about having a pet than the possibility of it playing host to a family of fleas – and not just one family either! These tiny insects can be difficult to spot on your cat or dog at first, as they rarely come out of hiding, but live around the roots of the hair, and, before you know it, you have a full-blown infestation. Unfortunately, fleas can be transferred from animals to humans very easily, and this is where the problems really begin. In fact, they were probably responsible for the historic plagues in England and the rest of Europe in the seventeenth century. It is thought that the fleas, which harboured a deadly bacteria, were given a free passage on rodents that arrived by ship from the Far East and, in this way, the disease was spread far and wide.

Fleas are a dark brown colour and have three pairs of hind legs which have the strength and flexibility that any Olympic high-jumper or long-jumper would envy. Of course, people can really exaggerate how far, and especially how high, fleas can jump. For example, I recently read an article that suggested they can jump to a height that is equivalent to a human jumping over the Empire State Building! In actual fact, their vertical record is seven inches and they have a horizontal leap of thirteen inches, which means a jump of 137 metres in human terms. While this wouldn't clear the top of the Empire State Building, it's quite impressive enough for me.

Fleas bite with their sucking mouthpart and leave a single puncture wound, much like a mosquito, whereas ants and spiders leave two. The bites usually create a red swollen area, which can itch for as long as several weeks. Some humans and pets can experience very uncomfortable allergic reactions accompanied by a great deal of scratching.

What is most worrying about fleas, however, is the number of eggs they lay every day. In a female flea's lifetime, she can lay hundreds or even thousands of eggs. In an ideal environment, as you can imagine, population growth can be explosive.

Naturally, some eggs will drop off of your pet onto the floor or carpet, but, unfortunately, their chances of survival are no less than the others since the larvae, which hatch out within the next two weeks, can live on dead skin, feathers or even dust. It then takes another two weeks for the developing larvae to reach adulthood. If a newly emerged flea gets sucked up in your Hoover, the good news is that it'll probably die of starvation, but

once an adult flea has had a blood meal, it can survive from two months to a year without feeding.

If you are unlucky enough to get an infestation of fleas, they can be very difficult to get rid of. All kinds of remedies and prevention measures have been suggested, ranging from herbal extracts that smell lovely, but do very little, to chemical sprays that kill the fleas instantly but might also kill your pet if you apply them too often. There are a wide range of opinions and preferences among pet owners. Most vets currently recommend a 'single-drop' treatment which is administered to the back of the animal's head, where it is sure to be unable to lick the treatment off. The theory behind this is that it penetrates the animal's skin and acts as a systemic, killing any flea, tick, mite or internal parasite that happens to be inhabiting the animal's body. The main drawback is the cost. There is always the risk that the fleas may abandon the treated pet in favour of the owner, however. In colder climates, there is natural protection, and all that may be necessary is to turn down your heating a notch, because colder temperatures disrupt the fleas' life cycle. In addition, the eggs and larva require humidity, so it is possible to break the life cycle by lowering humidity below 50%, perhaps with the use of an air conditioner. With patience, these environmental modifications, along with persistent Hoovering, may be enough to get rid of the infestation.

PAUSE 10 seconds

Now you will hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That is the end of Part Two.

Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear a sociologist, Angela Harris, being interviewed by the correspondent, Laurence Hall. They are discussing the fan phenomenon and how it relates to ownership of creativity in the internet age. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Man 1: Today on MediaSavvy, we have a very special guest. Angela Harris is a sociologist whose area of expertise is the ownership of creativity, and how this is changing in the internet age. She is being interviewed by our correspondent Laurence Hall. Over to you, Laurence.

Man 2: Thanks very much, Michael. Angela, it's great to have you here with us today.

Woman: Thanks, Laurence.

Man 2: Well, the first thing I'd like to talk with you about is the fan phenomenon; I'm afraid I wasn't paying attention the last few years, you know, I've been busy with work and such, and a whole alternate world has sprung up and I haven't a clue what it's all about. What exactly is a fandom, Angela?

Woman: I have to say, Laurence, that you must have not been paying attention for more than just a few years! Fanzines, as a concept, arose around 1940 and became ubiquitous in the 80s and 90s as computer printers and desktop publishing became widely available. Trekkies have been around since the 70s; surely you've heard of them....

Man 2: Yeah, Trekkies are Star Trek fans, aren't they? They dress up in uniforms sometimes; I've seen that.

Woman: Yes, yes, that's right. You see, it's not a new phenomenon, but the internet has made fans of all sorts more mainstream and international. And much more visible, too.

Man 2: But what's a fanzine? And you haven't explained fandom either...

Woman: Oh, yeah – sorry. But the terms are fairly intuitive, I think. Take 'fandom' for example, and think kingdom – they have the same suffix – and so fandom is the microcosm of all the people that like a particular show, or comic, or movie, or band, and all the clubs, conventions, art and fiction associated with it. Likewise, fanzines are fan magazines – publications, made by fans, for other fans, and typically not made for profit, while fan fiction consists of stories written by fans of a novel, movie, or TV series, based in the same world and using the same characters while adding other new characters or situations. Fan art is the same idea again; it goes on and on.

Man 2: Oh. Is all that legal?

Woman: That is a very good question, actually, and it's the source of a fair bit of drama these days. People don't agree about whether we can consider fan fiction to be fair use, according to the law, or not. United States courts have, in some cases, ruled that it's not fair use, and blocked certain publications. On the other hand, most not-for-profit fan fiction is considered to be fair use and a justifiable continuation of the creative process. Authors vary in their views; some support it and call it flattering, while others view it as copyright infringement and a very poor exercise for aspiring writers, and request that any that appears on fan fiction websites be removed. At least two very successful writers of the moment, J.K Rowling and Stephenie Meyer, fully support the fan fiction created in response to their works.

Man 2: So, there are actually fans out there writing continuations of the novels they love? And others are reading them?

Woman: Oh yes, many. One of the biggest fan fiction archive sites, FanFiction. Net, has more than 2 million users and contains works in 30 languages. It's a huge phenomenon, and it's still gathering steam. It's a boon for young writers, it's been said, because they can

receive instant critiques in the online community allowing them to improve and grow. They also have access to a captive audience, of sorts. They can get exposure without going through the traditional channels – agents, publishers, rejection letter after rejection letter. Of course, there's a range of quality on fan fiction sites, it's not all great writing, but more than one writer has had their career launched in this way.

Man 2: It quite amazing, really, how the internet is changing things.

Woman: That's true, indeed.

PAUSE 10 seconds

Now you will hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That is the end of Part Three.

Now turn to Part Four.

PAUSE 5 seconds

Part 4

Part Four consists of two tasks.

You will hear five short extracts in which young people talk about a creative work that has influenced them.

Look at Task 1. For questions 21-25, choose from the list (A-H) what kind of creative work each speaker is talking about.

Look at Task 2. For questions 26-30, choose from the list (A-H) what each speaker admired about the work.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

PAUSE 45 seconds

TONE

Speaker One

Umm, well, it's not a famous piece, but it has definitely been important to me, maybe just because of its presence, its heavy bronze presence, on our living room coffee table in my childhood home. A friend of my dad's made it, and traded it to my dad in exchange for some building he did; Dad built his studio. It was a beautiful thing – a beautiful animal. A horse, it was, a working horse, you know, the kind with the big feet with tufts of hair. It just exuded strength and patience. And dignity; it was intrinsically dignified – profoundly so. I didn't know those words then, right, but I felt them. As a small child I couldn't lift it. It was heavy and I'm sure that was forbidden, but I remember running my hands all over it, feeling the shape of it. Mom said the oils from our hands were good for the metal and would help it develop a

patina. I just liked its solidity and its delicateness, its different textures.

Speaker Two

I love the glint of light in the eyes of his subjects. There is something alive about it. When I first saw them in person I was really moved; I was in a, sort of a, state of extreme awe. Of course, I'd seen them in books plenty of times, but it's just not the same. I knew I liked his work, of course, but that animate, living property it had didn't come through in the reprints. It completely took my breath away. I felt almost as if I shouldn't look at them directly. I felt shy. I almost couldn't make eye contact, which is ridiculous, because they aren't real people, just stretched cloth and pigment, yet I felt as if I'd met someone new, from a very different world from the one I live in. Maybe it's just my overactive imagination, but I felt there was, somehow, some communication between us about their lives, their hopes, their fears, which, of course, were basically the same as mine. In a way, it humanised history for me.

Speaker Three

We could say it's my third exposure; I keep going back to it. You'd think I'd have it memorised by now, but I keep finding new things - new wordplays, new subtleties in the characters. The exceptional skill in it is the combination of that incredible intricacy with accessibility. You can flip through it with half your mind occupied elsewhere, and get something out of it, and come back to it a few years later, and give it your undivided attention and get something entirely different. Or another way to explain, I guess, is to say you can put nothing of yourself into it, and enjoy the plot, the action, or you can find a bit of yourself in one of the character's roles and be right in there examining some of the most complex points of human nature. You're given the freedom to take what you want. I would never, ever see, it if it was made into a movie. Never. My own images are much too vivid. It just wouldn't work at all.

Speaker Four

Some of my friends don't understand why I like it; the lyrics are really dark. The sound is really aggressive. I'm a friendly bloke, and I catch flies in glasses and put them outside, I would hate to kill them, you know, so people see it as a kind of non sequitur. But everyone in the world feels angry sometimes, sad sometimes, and has truly awful days every so often. Sometimes, we can't express these things; we can't understand how to deal with them. I think it helps to take these emotions out in a harmless way; and I think that's the main point of any kind of art. For me it is, anyway. It's a way to face the really bad stuff in a non-threatening setting; to depersonalise it a little, so it can be experienced and examined safely. Ok, but that's intellectualising it a lot; the truth is it just feels good sometimes, that release of energy. It makes me feel better.

Speaker Five

I've only been once, but I'd love to go again. It was unforgettable. It was in Italian, so I couldn't understand the words but the emotions came through clearly, and because it was like a play, it was easy to follow along with the story line provided in translation in the program. There was so much skill involved in the whole production - the original composition of the piece, the singers' performances and the quality of their voices, their costumes, the way the stage was lit; so many talented people were involved. But it was more than that; there was something magical, too. You could sense that the whole of the audience was as transfixed as I was because of the hush that fell as soon as it began. It was like they stole us all and whisked us away to a different world for a while, really; it was that kind of an experience.

PAUSE 10 seconds

Now you will hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That is the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

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

Practice Test 6 — Paper 3 Listening

This is the Certificate of Proficiency in English Listening Test. Test 6.

I am going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions.

At the start of each piece you will hear this sound:

TONE

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Part 1

Now open your question paper and look at Part One.

PAUSE 5 seconds

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

Extract One

PAUSE 15 seconds

TONE

Woman 1: I'm off to collect my new specs from the optician's, Mum.

Woman 2: You'll be able to see all the dust when you get home then.

Woman 1: Well, I certainly hope my headaches will go. I never realised they were due to my eyes.

Woman 2: Yes, I'm afraid you've inherited your dad's problems. Poor thing – he's had to wear glasses for years.

Woman 1: Have you ever wondered what people with poor eyesight did in the past? People must have spent all their lives groping around for things they couldn't find.

Woman 2: Yes, but we make things worse nowadays by being glued to screens all day long or studying too hard.

Woman 1: I wouldn't say that's my problem! I wonder who invented glasses ...

Woman 2: I really don't know, but they were already producing glass in Roman times, so why not glasses?

Woman 1: I doubt it. It must have been much later.

Woman 2: Well, I remember reading an article about how bifocals came into being. Apparently, Benjamin Franklin got tired of switching from one pair of glasses to the other, so he had them cut in half and stuck together.

Woman 1: Ingenious! But it's no wonder most people go in for contact lenses now, especially the disposable type. They're so convenient.

Woman 2: You'd better be off or you'll be late for your appointment.

Woman 1: You're right ... see you later.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

Woman: Today we are in Bilbao, a busy port in Northern Spain, and have with us a determined young Englishman from Essex. Well, Brian, you must be disappointed to have had to abort your attempt to sail to Africa by

catamaran. Tell us about the problems you encountered on the way.

Man: I guess I was just unlucky with the weather, although I can see now that there are basic problems trying to sail a catamaran in the open sea.

Woman: You were right in the eye of the storm, weren't you?

Man: Yes, it seemed to break all of a sudden around me. The waves were tossing the boat in all directions. That's when the mast broke. Of course, I'd furled the sails, but the strain was just too much. It was horrendous.

Woman: You were lucky you didn't capsize.

Man: These boats rarely turn over; they're like rafts, you see, but after three days without sleep, battling against the elements, I decided to quit.

Woman: Has it put you off sailing?

Man: Not one bit! I shall redesign the boat and make sure the next one I make is sturdier.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

The National Health Service, which started after the Second World War, has lost much of its reputation for organisation and efficiency. In the past, an illness would take you to your local GP and maybe you would be referred to a hospital for specialist treatment. In the unfortunate event of an operation being necessary, there would be a small lapse of time before you could be admitted to hospital.

Nowadays, there are increasing numbers of senior citizens on the lists for treatment. Your local GP is now overworked and spends a minimum of time on each patient. A referral to your local hospital is inevitable and you are put on the list for surgery, which you may be lucky enough to undergo if you live that long. It is no wonder that people are flocking to the private sector where they are in and out with no hassle at all. It seems that everyone has something to gain from private medicine.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

That is the end of Part One.

Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear a zoologist, Rupert Thomas, talking about earthworms.

For questions 7-15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

PAUSE 45 seconds

TONE

After a rainstorm it is not uncommon to see earthworms lying on the pavement and streets of the neighbourhood. These creepy-crawlies, considered by many to be unwelcome guests, send people squirming at their sight. And although we may feel slightly unsettled by their sudden appearance, there are others who are more than overjoyed by their presence. In 1881, Charles Darwin, a brilliant naturalist and the father of evolution, had this to say about them: 'It may be doubted whether there are many other animals which have played so important a part in the history of the world, as have these lowly organised creatures'. Surprised? Then maybe there's more to these earthy creatures than you previously thought.

Earthworms are nature's foragers and cultivators of the Earth. They rummage through the top soil in search of fallen organic matter such as dead leaves or weed seeds. When such mulch or matter is located they carry it with them underground. In doing so, the earthworm acts as a natural plough – slowly turning the upper layer of the soil, removing unwanted dead matter, and making the soil ready for sowing new seeds or planting. They do such a good job, in fact, that organic farmers depend on these creatures completely to cultivate and oxygenate their soil.

This organic mixing of matter is essential to a healthy, fertile soil. Once the organic matter is distributed in the soil, the earthworm shreds a good part of it and eats the remains along with tiny particles of soil. The earthworms' intestine digests this food and then releases the leftovers in secretions called earthworm casts, which are rich in minerals. These casts are what line the earthworm tunnels and the surface of the soil and provide the ground with the necessary minerals and plant nutrients required for it to be fertile. It is shown that earthworm casts contain more fertilising elements than other common soil – they have five times more nitrogen, seven times more phosphates and eleven times more potassium; exactly what constitutes good fertile earth. Some worms can dig up to two-metre-deep channels below the soil leaving behind tunnels coated with mucus; a lubricant excreted by the earthworms which eases their movement through these dry underground walls. That, together with their casts, makes for good fertiliser which is essential to the structure of the soil.

Going back to the oxygenation of the soil, one cannot ignore the significance of the earthworm. By burrowing

deep underground, earthworms provide and carry oxygen and moisture to the deeper layers of the soil. First of all, the earthworm chews through the soil allowing air to get through to the roots of plants. Secondly, it allows the ground to soak in rainwater, whereas it would run off under other conditions. Finally, the roots of new plants can stretch down even further and absorb the rich minerals and nutrients needed for their growth.

A recent study, however, has come to shake the ground under these little critters' existence. According to the findings, earthworms are possible culprits of global warming. The research suggests that during the process of mixing and oxygenating the soil, earthworms are releasing increased amounts of greenhouse gases. The digging and burrowing supposedly allows for these GHGs to escape through the soil and into the atmosphere – up to 33% more carbon dioxide and 42% nitrous oxide. Alarming as it may be for many environmentalists, the research is still inconclusive and more factors have to be taken into account before a conclusion is reached.

After all is said and done, one wonders whether Charles Darwin was onto something big. It could be that earthworms haven't showed us their power yet and may go down in the history books as the root of all evil! Until that time comes, they will continue to dig their way through the ground, giving us, all the while, some food for thought.

PAUSE 10 seconds

Now you will hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That is the end of Part Two.

Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear a discussion between two people who are involved in the conservation of the monarch butterfly in North America. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Woman 1: Joining us today are George Hill and Emily Bronson, two people who are involved, in different ways, in the study and conservation of the monarch butterfly. The monarch is a unique creature; I doubt that either of you would differ there, but could you tell us your own points of view about why it's special? It's most renowned for its epic migration, isn't it?

Woman 2: The migration of the monarch is indeed something noteworthy, I mean, some individuals travel all the way from Canada to their overwintering grounds in Mexico, that's around 2,500 miles, which is very impressive to say the least for a delicate creature like a butterfly. Others, though, don't go quite as far. I'm based in California, in the town of Pacific Grove, on the Monterey peninsula, and there's a population that gathers there to overwinter. But they don't travel quite so far, as I said. Our butterflies spend their summers in Arizona, Oregon and Washington State, basically the area west of the Rocky Mountains. Overall, they are thought to make up only a small percentage of the North American population. It's the eastern US population that makes their way so far, all the way to Mexico, where George does his research.

Man: The Monarch Butterfly Biosphere Reserve, where I'm based, is a remarkable place; we're all very fortunate that it's a protected region now, or at least its protection is a priority, even if it's not secured. It's in a remote, impoverished region, so as you can imagine, there are a number of challenges.

Woman 2: Where exactly is it?

Man: In central Mexico, in a few sites, on the southern or south western slopes of the Transvolcanic Mountain Range. The sites are always mature forest of a species of fir tree called oyamel fir. They are always at a high elevation, and near a water source like a permanent stream. Tens of millions of monarchs often completely cover the trees, in dense colonies, huddled together, almost on top of one another, which we think helps them to keep warm. It's a spectacular sight, if you see it; it's not like anything else on earth.

Woman 2: Well, it's wonderful that it's protected, then. It must get a lot of interested visitors from abroad.

Man: Yes and no. Although it's protected by law, these oyamel forests occur in a sparsely populated, rural area with most people living by subsistence farming. There's quite a lot of poverty; people are concerned about feeding their children. Unfortunately, illegal logging is a big problem, with estimates that more than 40 percent of the original forest has been lost in the last 30 years. And there is international interest; tourists do come, but there is not much in the way of facilities for them. Tourism needs to be developed here, and developed in an intelligent way, because it could provide much needed income. The local community needs to be shown how protecting the forest is actually more profitable than cutting it and big steps have been made in this direction. But the environment is fragile and can't support high levels of tourism so, at the same time, limits need to be set to keep the people who come to see the monarchs from inadvertently destroying them. In truth, it's a challenging balancing act. What about the wintering sites in California? Are they popular tourist attractions?

Woman 2: Yes, there's interest in the monarchs, but there aren't overwhelming numbers of visitors. Our situation is easier as most sites are in developed areas, city parks, beaches, that sort of thing. There's convenient parking

and usually no more than a short stroll to see the butterflies; often there are guides. We get a lot of local visitors, families, school children. The downside is that a large number of sites were lost in the past two decades due to development. The monarchs seem to favour prime seafront locations that are also popular with residents! Still, most communities are proud of the monarchs, and a lot has been done to protect them. In Pacific Grove, it was the local residents who raised the money to create our monarch sanctuary and museum. We also made a law that there's a fine of 1000 dollars for molesting a butterfly in any way!

Man: In Mexico, the monarchs are popular too. The local people wait for their return each autumn, and actually, since the arrival coincides with the celebration of The Day of the Dead, where people honour their ancestors, the belief has developed that the butterflies represent the souls of deceased loved ones who are returning for the celebration.

Woman 2: That's lovely!

Man: Yes, but even this belief is not enough to ensure the survival of the monarch's environment in the face of food insecurity and general poverty.

PAUSE 10 seconds

Now you will hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That is the end of Part Three.

Now turn to Part Four.

PAUSE 5 seconds

Part 4

Part Four consists of two tasks.

You will hear five short extracts in which people talk about the first job they ever had.

Look at Task 1. For questions 21-25, choose from the list (A-H) what each speaker says about how they felt when they started the job.

Look at Task 2. For questions 26-30, choose from the list (A-H) what each speaker gained from the job.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

PAUSE 45 seconds

TONE

Speaker One

The first thing I ever did to earn money was delivering papers to homes in my neighbourhood. I got the job as a nipper of just twelve. The only qualification needed was the ability to get up early and to ride a bike. Mr Jones, the

owner of my local newsagent's, was a stern, forbidding chap. When I first took up the job, I didn't have the bottle to look him in the eye and my heart would be in my mouth at the end of each week when I had to ask for my wages. But the first time I held that envelope, with 12 pounds in it, was possibly the proudest moment of my life. That job taught me the value of money and hard work. I had to get up at 5am and deliver papers before school whether it was rain, shine or snow. It was hard work. I knew when I got paid that I'd worked for it and deserved it. I still carry that ethos in my professional life today.

Speaker Two

My working life began in Woolworth's cafeteria on Blackpool prom when I was sixteen. I worked weekends and school holidays. It was never a job I was keen on doing. I hated the awful nylon brown check uniform. It was also dull, unpleasant work, with long hours for low pay. Cleaning up the mess of chips and peas from floors and tables all day long wasn't something that filled me with youthful enthusiasm. I did, however, love the economic freedom it gave me. It meant I could buy my own clothes and I had spending money. This was independence. But the most valuable lesson I got from working in that awful cafeteria was that it's better to do a job you like than to endure one you resent just for the money. I've never worked a dead end job since.

Speaker Three

As soon as I graduated from teacher training college at twenty-one, I was offered a post at a local primary school. I was self-aware enough to realise I was pretty wet behind the ears. Basically, I had no experience of life at all and wasn't really fit to be let loose on a class full of ten year olds. Besides which, in those first few months, I was so lacking in confidence, so unsure of my own abilities and terrified of doing something wrong that they just ran rings round me. It was exhausting. Until, fed up and at the end of my tether, I decided it was entirely up to me if I was going to let them rule the roost or not. I had finally started down the path to adulthood proper. It took me a few years to find my feet as a teacher, but some things really only totally come together with age and experience.

Speaker Four

Of course, I was aware of my privilege: a good public school, Oxbridge degree and a paid internship at a bank my father was well connected with. I had no doubt that a glittering financial career was my own birthright. Looking back, I now see what a deeply unpleasant, arrogant twit I was, whose fall from grace was eminently deserved. Hubris is a terrible thing. I made a massive mistake because I thought I was too clever to need to check what I did. Checking was for minions. The mistake came to light before too much damage was done and I was fired on the spot. The shock and humiliation were possibly the best thing that ever happened to me. I had to take a long look at myself and I didn't like what I saw. I went back to

university for postgrad studies and have worked in academia ever since. I was grateful for a second shot at a career and now I never take anything for granted.

Speaker Five

I started on the local paper at 16, as a secretary, but I knew I wanted to be a reporter. I was under no illusions about the chances of a woman making it. Even if they let you into the big male club, women were usually sidelined to fashion and gossip, not investigative journalism. I was never a wallflower to begin with and it wasn't long before I realised I needed to be actively ruthless and elbow my way in. I kept my eyes peeled for every opportunity and my studded boots ready to crush the feet of those in my way. And it worked. I got noticed. I got respect and I got into the nationals. False modesty and sensitivity to your colleagues' feelings might work in some professions but it's career suicide in mine.

PAUSE 10 seconds

Now you will hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That is the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

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

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