

Skills Boosters

PTE General is a comprehensive and coherent assessment programme that covers all the Common European Framework (CEF) levels. It gives test takers the opportunity to identify their strengths, and track improvement and success over time. PTE General is used by test takers who are looking for an English test that allows them to build a portfolio of their language ability for travel, further education or to improve their employment prospects.

Pearson Longman PTE General Skills Boosters – written by the developers of the test.

Available for Levels 2 to 5 of PTE General, the *Skills Boosters* are a series of practice tests with guidance which offer complete preparation for *PTE General*.

This *Skills Booster* provides five complete practice tests which follow the format of the exam.

Students can:

- Understand the features and format of the test.
- Learn how to respond to each item type.
- Practice answering authentic questions prepared by the test developers.
- Practice items for each of the language skills: reading, writing, listening and speaking.
- Focus on the language related to the themes of the test with vocabulary and grammar practice sections.
- Study new words and phrases for each unit with the Glossary.
- Improve test-taking strategies with test tips, the writing guide and model answers for each exam task type.

This Teacher's Book contains the complete practice tests which appear in the Students' Book, with model answers provided.

For additional resources and information about PTE General, visit

www.pearsonpte.com/PTEGeneral

For general test practice, go to: www.iTests.com



We recommend the *Longman Exams Dictionary* for use with this course.



PTE | PEARSON TEST OF ENGLISH General

Skills Boosters Level 3

Teacher's Book

Steve Baxter
Bridget Bloom



AUDIO CD

Pearson Test of English General at a glance

Written test

Section	Skills	Item types	Objectives	Number of questions
1	Listening	Multiple choice	Understand the main idea of a short spoken text	10
2	Listening and writing	Dictation	Understand and write down accurately a spoken text	–
3	Listening	Text, note completion	Understand specific information in longer spoken texts	10
4	Reading	Multiple choice/ Gap-fill	Understand the purpose, structure and main idea of short texts	5
5	Reading	Multiple choice	Understand the main ideas in a longer written text	5
6	Reading	Comprehension questions (short answers)	Understand the main ideas of short written texts	8
7	Reading	Text, sentence or note completion	Understand specific information in a longer written text	7
8	Writing	Write correspondence	Write a short letter, email or blog entry	–
9	Writing	Write a short text	Write a short text from own experience, knowledge or imagination	–

Spoken test

Section	Skill	Item types	Objectives	Timing
10	Speaking	Monologue	Speak continuously on topics of personal information and interest	1.5 minutes
11	Speaking	Discussion	Discuss a real-life issue, taking a position either for or against	2 minutes
12	Speaking	Describe a picture	Compare and contrast two pictures and interpret one aspect of them	1.5 minutes
13	Speaking	Role play	Talk to resolve a problem or explain a course of action	2 minutes

PTE PEARSON TEST OF ENGLISH
General

Skills Boosters

Level 3

Teacher's Book

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Introduction

What is the Pearson Test of English General?

PTE General is a suite of six tests at different levels (A1, 1, 2, 3, 4 and 5). It tests your ability in English in practical skills for real-life situations such as writing messages, understanding talks, understanding newspaper and magazine articles or taking part in conversations. PTE General tests are taken four times a year in May, June, November and December in centres all around the world. The tests do not assume any experience of work or knowledge of the world and so are most suitable for teenagers and young adults who expect to use English in their future academic and professional lives.

Key features

The sections and items in PTE General Level 3 are grouped together into themes or topics related either to familiar matters such as the home, the family, work, education, travel and entertainment, or to more global issues such as the environment, pollution, emigration or conservation. The listening and reading texts are authentic and are taken from radio broadcasts, newspaper and magazine articles, telephone conversations, announcements, etc. The tests are international so the reading and listening texts are taken from a range of English-speaking countries, e.g. the UK, the USA, Australia. The four skills – listening, speaking, reading and writing – are tested in an integrated way. For example, you listen to some information and write about what you have heard, or you read a text, then answer questions or complete notes based on what you have read.

Test structure

PTE General is divided into two parts – the Written Test and the Spoken Test.

Written Test

The Written Test of PTE General consists of nine sections and takes 2 hours at Level 3.

Section 1 – Listening

Section 1 consists of ten short listening texts – dialogues or monologues. Each text is followed by a question and three possible answers. You must choose the correct answer by putting a cross (X) in a box. There is a short pause before each recording for you to read the answers. This section tests your ability to understand the main idea of what someone says. You will hear the recording only once.

Section 2 – Listening and Writing

Section 2 is a dictation. You will hear one person speaking and you must write down exactly what you hear with the correct spelling. You will hear the recording twice, the second time with pauses to give you time to write. The passage is authentic English and can be a news broadcast, an announcement, instructions or factual information.

Section 3 – Listening

In Section 3, you will hear two listening texts, including conversations, announcements and recorded messages. You have to complete a text or notes for each listening using the information you have heard. There are five gaps to fill for each listening text. This section may test your ability to understand and write down detailed information including addresses, telephone numbers and website addresses. You will hear the recording twice.

Section 4 – Reading

In Section 4, you read five short texts, each containing a gap, and you choose which of three answers is the missing word or phrase that fills the gap. This section tests your ability to understand specific information and/or the overall meaning of the text. The reading texts can be instructions, signs, notices, labels, advertisements, menus or announcements.

Section 5 – Reading

Section 5 has one longer reading text. You read the text and answer five questions or complete five sentences from a choice of three answers. This section tests your understanding of the main idea of a text. The reading text can be a newspaper or

magazine article, a leaflet, a brochure or a website article.

Section 6 – Reading

There are two reading texts in this section. Each text is followed by four questions for you to answer using a word or a short phrase. They test your understanding of the main points of the texts. The types of reading can be articles from newspapers or magazines, leaflets, brochures or website articles.

Section 7 – Reading

In Section 7, you read a text and use the information to fill in seven gaps in a second text or set of notes. This section tests your understanding of specific detailed information you have read. The reading text can be an email, letter, advertisement, newspaper or magazine article, or a section from a website or a textbook.

Section 8 – Writing

Section 8 is a writing test. You have to write a piece of correspondence – an email or a formal or informal letter – based on the information that you have read in Section 7. At Level 3, you have to write 90–120 words. In your letter or email, you are expected to ask for more information or to express your opinion on the subject. The topics in this section deal with global issues and current events.

Section 9 – Writing

In Section 9, you will be asked to write a text from your own experience, knowledge or imagination. The text to write at Level 3 is 150–200 words long. You will be asked to write a text which gives your point of view, explains advantages and disadvantages, or develops an argument. The text type can be an article or blog entry, a review, report or essay, or an analysis of an issue. There is a choice between two topics.

Spoken Test

The Spoken Test of PTE General consists of four sections and takes 7 minutes at Level 3.

Section 10

In the first part of the Test, the examiner will ask you a question and you have to talk about yourself for about a minute. You will talk about your interests, hobbies, the sports you take part in, the films or books you like, or about things you have done in the past. The examiner will ask you further questions to find out more information.

Section 11

In Section 11, you will be asked to give your opinions and ideas about a subject suggested by the examiner and to support your ideas. The examiner will take the opposite point of view for the discussion. The topics will include subjects of everyday interest, for example the advantages of mobile phones, fast food, living in the city or in the country, or more general subjects such as pollution or emigration. The discussion will be for about 2 minutes.

Section 12

In Section 12, you will be shown two pictures and asked to describe them. First, you will be asked to compare and contrast the pictures, then you will be asked to interpret one aspect of them. You will have about 1.5 minutes to do this.

Section 13

The final section of the Spoken Test is a role play. You will be given a card with details of your role, a situation and some instructions. The situation contains a problem which you have to solve by talking to the examiner, or a course of action that you have to explain and justify. This section of the test takes about 2 minutes.

PTE General Skills Boosters

The *PTE General Skills Boosters* have been specially written to help you become familiar with the format and content of the PTE General Test. They contain five full practice tests, plus language and skills development sections in each unit to help you to improve your general level of English as well as your score in the test. Each level of the *PTE General Skills Boosters* contains:

- Five Practice Tests for both the Written and Spoken Tests, with Tips giving advice on how to approach each section and deal with particular problems that might occur.
- Vocabulary and Grammar practice sections which focus on the language linked to the themes of the tests.
- Skills development sections to practise each of the four skills in the tests – listening, speaking, reading and writing.
- A Writing guide which concentrates on the writing tasks you will meet in the tests, giving example answers, writing tips and practice questions.
- A Glossary with those words and phrases in the tests that you may need help with. Each item is followed by a definition.

Unit One

The themes for this unit are: media/animals/music/shopping

Vocabulary and Grammar

Vocabulary 1: Work

Complete the definitions below with a word from the box, as in the example.

journalist producer keeper vet editor presenter
conservationist ~~author~~ newsagent musician conductor

Example: Someone who writes books or magazine articles is an author.

- 1 A vet is the person who gives medical care to sick pets or farm animals.
- 2 Someone who writes reports, news stories or articles for TV and newspapers is a journalist.
- 3 A producer is the person who is in charge of making a film, record, etc.
- 4 Someone who runs a shop selling newspapers and magazines is a newsagent.
- 5 Someone who works to save animals or plants is called a conservationist.
- 6 A keeper works in a zoo, feeding and looking after the animals.
- 7 The editor of a newspaper or magazine makes the final decision on what it should contain.
- 8 Musician is a general word for someone who plays an instrument.
- 9 TV and radio programmes are introduced by a presenter.
- 10 The person who leads an orchestra is the conductor.

Vocabulary 2: Word building

Complete the sentences with a word made from the word in brackets, as in the example.

Example: Loss of habitat isn't just a problem for animals in this country – it's an international issue. (NATION)

- 1 He was given the award in recognition of his lifetime contribution to the music industry. (RECOGNISE)
- 2 She has chosen to study zoology at university. (ZOO)
- 3 The TV programme was presented by a famous conservationist. (CONSERVE)
- 4 When the band advertised for a new guitarist there were hundreds of applicants/applications. (APPLY)
- 5 The dogs we keep as pets are of course just domesticated forms of wild animals. (DOMESTIC)
- 6 The reason the shop isn't doing very well is that its prices just aren't competitive. (COMPETE)
- 7 Many people get their music by downloading it illegally from free websites. (LEGAL)
- 8 You have to be careful when dealing with these animals – they're very unpredictable. (PREDICT)

Vocabulary 3: Prepositions

Read the book review below and put the correct preposition in each gap, as in the example.

The idea of “World Music” as a separate category was first introduced (**Example:**) *in* the 1980s when a group of small independent record labels specialising *in* international artists got together to find a solution *to* a particular problem. They found that large music shops didn’t want to give shelf space *to* their releases because there was no obvious place to put them. Some people *at* the time argued that the term was so broad that it bordered *on* the meaningless, but the name stuck. Soon, more and more people were being exposed *to* these exotic sounds. In the 1990s, world music was the biggest single growth area in record and CD sales.

This book covers the music of seventy different countries and regions, ranging *from* the *cumbia* of South America to *gamelan* music of Indonesia and nearly everything *in* between. It brings together over sixty writers, all experts *in* their fields, whose articles take in the music to be seen and heard live all *over* the planet, recommending the best CDs for those who would like to explore further. *The Rough Guide to World Music* is sure to expand your horizons, as well as your CD or record collection.

Vocabulary 4: Phrasal verbs

Complete the sentences with phrasal verbs from the box, as in the example.

cut down	work up	carry on	go with	pass out	put up
sell out	put off	bring up	take over	put on	send in

Example: We’re spending too much at the moment; we’ll have to *cut down*.

- We tried to *bring* our children *up* to have wide-ranging musical tastes.
- It was so crowded and hot at the concert that I thought I was going to *pass out*.
- I once saw my favourite singer in a shop but I couldn’t *work up* the courage to talk to him.
- He got ill halfway through the investigation so the editor asked another journalist to *take over*.
- We can’t use that picture on the front cover; it’ll *put* people *off* buying the magazine.
- I’m going shopping for a new jacket to *go with* my blue skirt.
- If all the tickets *sell out*, we’ll have to *put on* another performance.
- If I *carry on* shopping at this rate, I’ll have to buy a new wardrobe!
- I’ve written this article and I’m going to *send* it *in* to a magazine.
- My dog has gone missing – can you *put up* this notice in your shop?

Grammar 1: Present perfect simple and continuous

Complete the sentences with the correct form of the verbs, as in the example.

Example: I’ve *been trying* to contact you for weeks. Have you *changed* your phone number?
(try/change)

- How long have you *had* your dog? (have)
- You’ve *been reading* that magazine article for ages. It must be interesting. (read)

- 3 I've **been reading** the same newspaper for years so I've **decided** to have a change. I've **cancelled** my subscription. (read/decide/cancel)
- 4 Since 2008, sales of books have **fallen** by 22%. (fall)
- 5 My cat has just **come** back after being missing for three days. I wonder what he's **been doing**. (come/do)
- 6 I think I've **bought** everything we need but I'm not sure because I've **lost** the shopping list. (buy/lose)
- 7 How long have you **been collecting** old records? (collect)
- 8 He's **been playing** the cello since he was 6 years old. (play)
- 9 Hasn't that film **finished** yet? It seems to have **been going on** for hours. (finish/go on)
- 10 This is a great film! I've **seen** it three times now. (see)

Grammar 2: Articles

Put *a(n)*, *the* or – (no article) in the spaces in the following news story, as in the example.

Associated Retailing, (**Example:**) the company that owns some of the most well-known names on the High Street, is believed to be in – financial trouble. There is a rumour that they may be considering the option of selling off one of their supermarket chains. – last night, the director of the company was not available for – comment, but one of the staff at a branch of Costcare said "We are obviously all worried that there could be – redundancies."

Grammar 3: First and second conditionals

Complete the sentences below with the correct form of the verb in brackets, as in the example.

Example: If you mend (mend) my car, I 'll give (give) you a lift into town.

- 1 I'm not promising anything but if we **had** (have) a dog, you **would have to** (have to) take it for a walk every day.
- 2 I predict the TV company **will be** (be) in serious trouble if it **keeps** (keep) losing advertisers at this rate.
- 3 I **would do** (do) more of my shopping in local stores if they **weren't** (not be) so expensive.
- 4 If they **don't turn** (not turn) that music down soon, I **'ll call** (call) the police.
- 5 If you **don't have/haven't got** (not have) the receipt, you **won't get** (not get) your money back.
- 6 By next year you **won't be able** (not be able) to receive TV signals if you **don't have/haven't got** (not have) a special digital box.
- 7 People **wouldn't be** (not be) so scared of snakes if they **understood** (understand) them.
- 8 If *News Weekly* **isn't** (not be) available, I **'ll get** (get) *International Affairs* instead. OK?
- 9 He **would be** (be) a big star if he **had** (have) a good manager.
- 10 If you **don't give** (not give) your name, they **won't print** (not print) your letter.

Language skills

Listening 1: A telephone conversation

You are going to hear a telephone conversation between two school friends. Listen to the conversation and answer the questions below.

- 1 Why is John phoning? *To invite Jenny to the cinema*
- 2 What kind of film does "Who's Watching?" seem to be? *A thriller/horror film*
- 3 What is Jenny doing? *Writing/Finishing an essay/Her homework*
- 4 What's the title of the book Jenny mentions? *Animals in Danger*
- 5 Why hasn't Jenny got the quotation she needs? *She forgot to write it down*
- 6 Write out the complete quotation as John reads it. *Fishing is the most destructive of all human activities on seventy percent of the earth's surface. Technological fishing methods are killing off whole ecosystems that we've hardly started to understand.*

Listening 2: People talking

A) Look at the following conversation and underline the **key words** that help you decide who the speakers are, where they are and what they are talking about.

A: Do you need any help, madam?

B: Yes. I've tried these on and they're a bit tight around the toes. I was wondering if you had them in the next size up.

A: I'll just go and check for you.

B) Now listen to some more people speaking and answer the following questions.

For extracts 1–4, what are they talking about?

- 1 *magazines*
- 2 *supermarkets*
- 3 *Internet/online shopping*
- 4 *cows*

For extracts 5–7, where are they?

- 5 *In a library*
- 6 *In a (large) bookshop*
- 7 *In a baker's (shop)*

For extracts 8–10, who is speaking?

- 8 *A (radio) disc jockey/presenter*
- 9 *A box office assistant and a customer*
- 10 *A vet*

🗣️ Speaking and listening: An interview

A) Look at these pictures and discuss the questions below.



- 1 What impression do these photos give you?
- 2 Is there anything in the photos that makes them look old-fashioned?
- 3 Do you and your friends play video games? Why/Why not?
- 4 What are some of the negative effects of video games?
- 5 How can video games be educational?
- 6 Some people say video games encourage violence? What do you think?

B) You are going to hear part of an interview with an expert on the video games industry talking about the increasing popularity of gaming. Listen to the interview and complete the notes.

- 1 The interviewer wonders why video games don't get the **attention** they deserve.
- 2 Total value of games sold last year: **\$40 billion**
- 3 Similar figures for profits from films: **\$28 billion**
- 4 Annual growth rate of video games market in the last two decades: **10%**
- 5 The man says the normal age of decision-makers on TV programmes is **40s or 50s**
- 6 Two reasons why gaming is rarely covered on TV: 1. games don't have **celebrities**
2. gaming has its own **vocabulary/language**
- 7 Current target markets for hardware companies: **families** and **the over 50s**
- 8 Most computer-based game players are female, aged **25 to 54/between 25 and 54**
- 9 Many people criticise video games for being **pointless/a waste of time**
- 10 The man suggests people should spend more time having **fun**

Writing 1: Connecting words and phrases

Complete the following sentences with words or phrases from the box. There are two extra words or phrases that you don't need.

as soon as instead of also no matter and despite but
although because as long as however due to without

Example: Online shopping is usually safe as long as you use well-established sites.

- 1 We decided to stay in and watch TV **instead of** going out to the cinema.
- 2 I can't find the frozen food **because** I'm not used to shopping in this supermarket.
- 3 He's hoping to get a job on the local paper **as soon as** he leaves school.
- 4 **Despite** the rise of the Internet, most people still get their news from a newspaper.
- 5 Some animal species are endangered **due to** their habitats being destroyed.
- 6 **Although** I don't usually like his music, the new album is really good.
- 7 **No matter** what sport you do, we have the equipment you need.
- 8 As well as being easy to look after, they are **also** cheap to feed.
- 9 It's hard for me to understand TV programmes in English **without** reading the subtitles.
- 10 It's a good idea to have a pet dog **but** you must look after it well.

Writing 2: Paragraph organisation

A) Look at the following text and notice how the underlined words and phrases join the three sentences together.

Nowadays, working in the media is a popular career choice among young people. They think it will be a glamorous life. What they often don't realise, however, is that it's hard work. As well as this, there is a lot of competition for jobs.

B) Look at the first sentence of a letter and re-arrange the following sentences to continue the paragraph, giving special attention to the underlined words and phrases. Three sentences are numbered to help you.

Dear Peter,
In your last letter you asked what I thought about your idea of becoming a journalist.

- ..4... From what you've told me, it seems that you are.
- ..2... Most of them say they enjoy it because they're working with language.
- ..7... It can also be quite a hard field to get into.
- ..6... That's because you sometimes have to work long hours, especially near the publication date.
- ..12... You may not even get paid for them at first but if they're good, at least you'll get your name in print.
- ..9... A good first step might be to try and get a job with a local newspaper.
- ..1... I'm not really an expert but I do know some people who work in that field.
- ..10... Even if it's not actually writing, it's a way of getting yourself known.
- ..5... On the other hand, it appears to be quite a demanding job.
- ..11... Another way would be to send in articles to papers or magazines.
- ..3... So I think that's the first point – you have to be interested in language and communicating with people.
- ..8... So, how do you get started?

Practice Test One

Section 1



You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Example: What is the speaker's job?

- A vet
- B doctor
- C nurse

1. Why does the woman think the kangaroo is a symbol of Australia?
 - A She thinks it's because there are a lot of them.
 - B She says it's because they are native animals.
 - C She is not really sure about the true reason.

2. What are the two people discussing?
 - C a stage play featuring animals
 - B good and bad points of zoos
 - C nature programmes on TV

3. Which animal is the man talking about?
 - A cats
 - B snakes
 - C parrots

4. How much should the woman pay?
 - A £2.60
 - B £2.85
 - C £2.50

5. What is the advertisement for?
 - A a newspaper
 - B a magazine
 - C a TV programme

6. The woman thinks newspapers are
- A rather boring.
 - B full of information.
 - C too expensive.
7. The man thinks the role of drummers in bands is
- A questionable.
 - B unimportant.
 - C essential.
8. How does the man feel?
- A pleased
 - B shocked
 - C uninterested
9. The woman says the concert
- A will be continuous.
 - B is starting early.
 - C may be a long one.
10. Where does the woman work?
- A a music shop
 - B a box office
 - C a restaurant

Test Tip

Remember you have only one chance to listen, so be sure to read the question or the beginning of the sentence first and be ready to choose the answer. If it's a question, pay special attention to the question words. For example, in Question 4 you are listening for an amount of money.

Section 2



You will hear a recording about press freedom. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear.

Make sure you spell the words correctly.

Test Tip

Don't try to write anything the first time you hear the recording – instead concentrate on understanding the meaning of the whole text. You can write when you hear the recording again.

11. *There have been a number of cases recently / in which celebrities have successfully / challenged the right of newspapers / to print stories about them. / This raises the issue / of where the line can be drawn / between the individual's right to privacy / and the public's right to know.*

Section 3



You will hear part of an interview. First read the notes below then listen and complete the notes with information from the interview. You will hear the recording twice.

Example: Unfortunately, many people only like animals that have visual appeal.

- 12 Many smaller animals are absolutely necessary for human survival (both words necessary).
- 13 Bumble bees are more popular than honey bees (both words necessary).
- 14 Bees are important because they help plants to reproduce.
- 15 In the U.S., bees seem to be in decline/danger.
- 16 All insects and “creepy crawlies” keep the whole system in balance/balanced.



You will hear a conversation. First read the notes below then listen and complete the notes with information from the conversation. You will hear the recording twice.

Example: The woman thinks tickets for the concert sold out very quickly.

- 17 The concert was full because the venue is (quite) small.
- 18 The singer is more popular now that she has had a/that (big) hit (in the summer).
- 19 The man was especially impressed by the performance.
- 20 The man prefers going to see performers who are less/not so well-known/famous/popular.
- 21 The main advantage that smaller venues offer is a real connection (with the audience).

Test Tip

In this type of text completion task, the correct answer is a word or phrase from the text but the words around it will be expressed in a different way in the question or item. For example, in the first listening text, sentence 12, you need to listen for a word or phrase that means the same as “absolutely necessary” in order to complete the sentence. The word or phrase in this case is “vital”.

Section 4



Read each text and put a cross (X) by the missing word or phrase, as in the example.

Example:

UNFORTUNATELY, animal charities are reporting that they are having to take in more and more animals that have been bought as pets from unregulated sources. Many are from hot countries and are not our cooler climate.

- A suited to
- B born in
- C happy with

22.

THE BIG QUESTION IS THIS: can you continue to be regarded as a serious musician having a face that keeps appearing on the cover of celebrity magazines?

- A as long as
- B in spite of
- C to go with

23.

New editor for DT?

It has become clear that John Simons is to as editor of the *Daily Times* after the surprise resignation of Simon Rathbone.

- A move in
- B take over
- C carry on

24.

He has long been respected by his colleagues, and the quality of his writing was finally recognised last year when he won the of *Journalist of the Year* for his work on newspapers and magazines.

- A reward
 B medal
 C award

25.

For me, the most depressing thing about their new album is its lack of invention – they just seem to be old ideas.



- A revising
 B reviewing
 C recycling

26.

Despite the efforts of conservationists, the number of animal species under threat of extinction due to human continues to increase.

- A activities
 B doings
 C intentions

Test Tip

For this section (and any multiple choice questions), when you have chosen your answer, check the other options to make sure they are not correct. For example, in Question 23, the two wrong answers mean “to go and live in a new house” and “to continue”, neither of which fits the meaning of the text.

Section 5



Read the passage and complete the sentences below. Put a cross (X) in the box next to the correct answer, as in the example.

Tigers: they're big, brave and scary, right? Well, not necessarily it seems, if we believe this story from a zoo in China.

The Chongqing Wild Animal Park has five rare adult white tigers. The original idea was to train them and make them tame enough to perform tricks for visitors, but it now seems that the process may have gone a bit too far.

According to one of their keepers, the tigers have started to lose their true nature because they've been cared for by humans and now have quite a comfortable lifestyle. Keepers have been trying to get them to follow their natural instincts by teaching them to hunt, but the results so far are not encouraging.

The keeper says: "It was quite funny really. The tigers were so scared of other live animals. They wouldn't go near them." In the end, the tigers did work up enough courage to approach a potential meal but only because it had passed out. The problem was, when it regained consciousness and started making noises, they immediately ran for cover.

So, how do you make a cowardly tiger brave again? In an attempt to toughen them up, the keepers are now not allowing them to stay in their heated cages for more than 12 hours a day. If this doesn't do the trick, the next plan is to put a wild tiger in with them to show them how things are supposed to be done. But perhaps you've already spotted the fault with this: what if the domesticated tigers are afraid of their wild cousin? "If all else fails," says their keeper, "we will just have to cut down their food till they have no choice but to find food for themselves."

Example: According to the writer, tigers are

- A probably less frightening than they seem.
- B usually thought of as brave animals.
- C easier to domesticate than expected.

27. The Wild Animal Park wanted the tigers to

- A entertain visitors.
- B return to the wild.
- C appear more scary.

28. The problem with the tigers is that they

- A have become dependent on people.
- B were born and brought up in the zoo.
- C seem to be too difficult to train.

29. The tigers went up to one animal because
- A it was less aggressive.
 - B it had lost consciousness.
 - C they had got used to it.
30. The keepers are now trying to change the tigers' behaviour by
- A putting them with wild tigers.
 - B making their cages less comfortable.
 - C keeping them outside for longer.
31. In the end, the zoo may have to
- A teach the tigers to hunt.
 - B let the tigers go free.
 - C feed the tigers less.

Test Tip

Look for something in the option that says the same as the text but in different words. For example, in Question 3, look for a phrasal verb meaning "to lose consciousness" and in Question 4, look for a phrase that means the same as "feed (the tigers) less".

Section 6



Read the music review below and answer the questions.

As a big band, GRAND UNION ORCHESTRA are part of a long tradition in jazz, but if you've never heard them before, they might not be what you expect. For one thing, they are huge. The band's trombonist and leader, Tony Haynes, doesn't do things by halves. He's had this show on the road for over twenty years, a constantly changing unit that is both a performing band and an educational project with a vision of musical and cultural integration. It's ambitious but it works, and this CD is the evidence. These are live recordings, and it's clear that GUO make more sense in a live setting. Their appearances are necessarily infrequent due to the expense of getting them all together, so catch them if you can.

Test Tip

You should be able to answer the questions in this section in a short sentence, a phrase or just one word.

Example: How do Grand Union Orchestra relate to the history of jazz?

They are part of a long tradition.

32. What instrument does Tony Haynes play?

the trombone

33. What other role does the band have, apart from playing music?

(They are/It is) an educational project // an educational role/one

34. In what situation does the writer recommend hearing the band?

(in a) live (setting)

35. Why don't Grand Union Orchestra play together very often?

(Because) it is (too/very) expensive // due to the expense.

Section 6 Continued



Read the article below and answer the questions.

They are commonly described in the press as “Mickey Mouse degrees” and many professional journalists love to look down on them. So what is the problem with courses in Media Studies? The subject has developed a reputation as a “soft option” and its popularity among students has soared. This year alone, the number of applicants has doubled. And this is part of the difficulty: there just aren’t enough relevant jobs for all these people when they graduate. “Nearly all the people I knew on my course are now unemployed or stuck in temporary administrative positions,” says Martina Spence, who graduated last year. “I don’t know anyone who’s found work in the media.” And competition is bound to increase as the numbers grow and grow.

Test Tip

To help you focus your thoughts, underline or highlight the area in the text where you think the answer is.

Example: What opinion do working journalists often have of Media Studies courses?

They look down on them.

36. Which phrase in the article suggests that Media Studies may be an easy subject?

soft option // Mickey Mouse (degrees)

37. Why is the increase in Media Studies students a problem?

(There are) not enough (relevant) jobs.

38. What kind of work do Media Studies graduates often end up doing?

(temporary) secretarial (work)

39. What prediction does the writer make about the future of the problem?

It/Competition is bound/sure to increase. // It will grow/get worse.

Section 7



Read the article below and complete the notes that follow. Write no more than three words from the article in each gap.

File-sharing programs first started attracting attention when a website called Napster was set up in 1999 by Shawn Fanning. The site allowed people to share music files over the Internet. Since then many more file-sharing programs have appeared, allowing users to download not only music files but also photos, movies and games.

Music for free – it seemed too good to be true, and maybe it was. For one thing, users have often found that while downloading music onto their computers, they were also importing less desirable things like spyware and viruses. Then the record companies started complaining that sharing copyright material was illegal, and governments started to take a hard line on both sites and users. Many users, especially in the US, have been hit with fines of over \$2000. Many of the original free sites were closed down and replaced by new, legal sites, which allowed people to download

music tracks or whole albums cheaper, not free but more cheaply than buying CDs.

However, free music, it seems, is here to stay. A new report suggests that the fight against illegal file-sharing may actually be increasing the problem. The number of new sites has risen by 300 per cent over the past three months, according to research by McAfee, the Internet security group.

Meanwhile, a survey of over 1,000 British people has shown that people who download illegal music tracks actually spend an average of £77 a year on legal music, £33 more than legal downloaders, and 42% of those who admitted to having downloaded music illegally did so as a means of trying the content before they bought it. Also, only 9% of people asked actually admitted to downloading music illegally, suggesting that the problem may not be quite as great as the music industry would like us to think.

Example: First famous file-sharing website: *Napster*

40. As well as music, images and films, newer file-sharing sites offer *games*.
41. Some music files from free sites contain harmful *spyware and viruses (both words required)*.
42. It is illegal to share material protected by the law of *copyright*.
43. Some illegal downloaders have been punished with *fines*.
44. Research seems to show that illegal downloading is *increasing*.
45. Difference between amount spent on music by illegal and legal downloaders: *£33*.
46. Nearly half of illegal downloaders say they do it for the purpose of *trying the content*.

Section 8



Use information from section 7 to help you write your answer.

47. You have read the article about illegal file-sharing. Write a letter to the magazine giving your response to the article.

Write about 90–120 words. In your letter you should:

- give your opinion on downloading free music from the Internet
- say whether you think people who do this should be punished
- explain your own method of obtaining and listening to music

Test Tip

Make sure that you include all the points mentioned.

Write your answer here. Do not write outside the box.

A large rectangular box with a black border, containing horizontal dotted lines for writing.

Section 9



Choose one of the topics below and write your answer in 150-200 words.

48. A) The Media

Write an essay in answer to the following question.

How is the way people access the news changing and how important is it to keep up with national and international news?

Or

48. B) Animals

Below is part of a notice you read in a wildlife magazine.

Write an article in response, giving your own opinion.

Some people say there are too many organisations concerned with protecting animals.

Why should we have a duty to look after them, and should we think more about our fellow humans?

What do you think? Write a short article giving your opinion and we'll print the best ones in the next edition.

Write your answer here. Do not write outside the box.

A large rectangular box with a black border, containing horizontal dotted lines for writing.

Section 10 (1.5 minutes)

In this section you will speak on your own for about 1 minute. Listen to what your teacher/examiner asks. Your teacher/examiner will ask one of the main questions below and ask the follow-up questions if necessary.

Main prompt 1:

- Tell me about your reading habits.

Follow-up prompts:

- What are you reading at the moment?
- Do you prefer reading fiction or non-fiction? Why?
- How often do you read a newspaper?
- Do you read mostly for relaxation or for study purposes?

Main prompt 2:

- What was the best holiday you've ever had?

Follow-up prompts:

- Where did you go?
- Who was with you?
- What did you do during the holiday?
- Where would you like to go in the future?

Main prompt 3:

- Which subjects do/did you enjoy most and least at school?

Follow-up prompts:

- What aspect of ... made it enjoyable?
- Why didn't you like ... ?
- Do you think the teacher affects whether you like or dislike a subject?
- Do you tend to like the subjects you find easiest?

Main prompt 4:

- Tell me about your musical tastes.

Follow-up prompts:

- Do you like listening to music while you are doing other things?
- What is it about this kind of music that appeals to you?
- Do you have a favourite singer or musician?
- How have your tastes in music changed over the last 5 years?

Section 11 (2 minutes)

In this section you will discuss something with your teacher/examiner.

Modern life often means that families don't sit down and eat together. Does this matter?

What do you think?

Your teacher/examiner will use the following arguments to take an opposing view to yours.

For families eating together:

- Isn't it important that family members get a chance to talk and discuss things together?
- How else will children learn good table manners and how to behave properly?
- People will eat more slowly and be relaxed which is bound to be healthier.
- Surely mealtime routines and traditions help to bind families together.

For families not eating together:

- Different members of the family usually want to eat at different times.
- Teenagers would often prefer to eat in front of the TV or in their rooms.
- People get into arguments more easily when they're all sitting down together.
- Children often don't eat the same food as the adults, do they?

Section 12 (1.5 minutes)

In this section you will talk for up to 1 minute about two pictures showing different shopping places. Tell your teacher/examiner what you can see in the pictures.



Your teacher/examiner will now put this secondary prompt.

Which of the two places would you prefer to go shopping in? (Why?)

Section 13 (2 minutes)

In this section you will take part in a role play with your teacher/examiner. Here is a card with the situation and your goal.

TEST TAKER'S CARD

The situation: You are in a newsagent's shop.

Your goal: Ask about the latest edition of "Games Monthly". Buy it and make sure you get the right change.

You are in a newsagent's shop. Your teacher/examiner is the newsagent. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

Hello. Can I help you?

It came out yesterday. Would you like it?

Right, that's four fifty, please.

Thank you. And five fifty change.

Are you sure? What note did you give me?

Oh yes, you're right. I'm very sorry. Here you are.

That is the end of the test.

Unit Two

The themes for this unit are: tourism/living abroad/museums and historic sites/cities

Vocabulary and Grammar

Vocabulary 1: Word building

Complete the sentences with a word made from the word in brackets, as in the example.

Example: Trains are “greener” than planes because they produce fewer emissions of harmful gases. (EMIT)

- 1 We were looking forward to living there but I'm afraid the reality didn't match up to our expectations. (EXPECT)
- 2 The number of British immigrants in New Zealand has increased. (MIGRATE)
- 3 The media has blamed tourists for the increase in unlawful/lawless behaviour. (LAW)
- 4 We apologise for the delay. Please listen for further announcements. (ANNOUNCE)
- 5 I'd like to travel at the weekend, preferably on Saturday if possible. (PREFER)
- 6 The recommended form of identification is a passport but identity cards are also acceptable/accepted. (ACCEPT)
- 7 We regret that admission to the gallery is no longer free. (ADMIT)
- 8 The website provides a comparison between different travel insurance policies. (COMPARE)
- 9 I found the book really unhelpful. It doesn't tell you what you really need to know about moving abroad. (HELP)
- 10 I'll never fly with that airline again – they're too unreliable. (RELY)

Vocabulary 2: Words with similar meanings

Replace each underlined word with a word from the box, as in the example.

convenient charge odd meant nightmare straightforward
rare generate advantage amusing question option

Example: You can choose the day or night ferry crossing, whichever is more suitable. convenient

- 1 The trip was fine but the journey back was a complete disaster. nightmare
- 2 On some airlines there's now a fee for checking in. charge
- 3 Don't laugh – I can't see anything funny about losing your luggage. amusing
- 4 With this offer you get the choice of going by train instead of flying. option
- 5 The issue of funding for museums is often discussed. question
- 6 All countries have their own funny little customs – it's just something you have to get used to. odd
- 7 Online booking is really simple with this website. straightforward
- 8 The improvements were intended to produce extra income from tourism. meant/generate

- 9 Being able to speak the language of the country you move to is a great benefit. *advantage*.....
- 10 Cases of people giving up and going home are unusual. *rare*.....

Vocabulary 3: Prepositions

Circle the correct prepositions.

- If you're friendly to the local people, they'll be friendly (in/by) return.
- The two hotels are quite similar – it's hard to choose (from/between) them.
- The trains in this country tend to arrive and depart exactly (on/in) time.
- What do you like doing when you're (in/on) holiday?
- I didn't have time for sightseeing – I was there (on/for) business.
- They're not being rude (by/on) purpose – it's just the way they are.
- We spend a lot of money every year (on/in) travelling.
- If we leave now, we'll be (on/in) time to have a meal before the flight.
- The Victoria and Albert Museum in London is often called the V&A (in/for) short.
- It's cheaper to travel when it's less busy, sometimes called (out of/off) peak.

Vocabulary 4: Phrasal verbs

Complete the sentences with the correct form of the verbs in the box, as in the example.

find pick settle fit go put take turn keep get turn

Example: I haven't found out yet why the bus is late.

- Most of the extra money we had was taken up by eating out.
- He very kindly picked us up at the airport.
- For many visitors to the city, trams are a favourite way of getting around.
- Given the choice between rail and air travel, the average person usually goes for the plane.
- He said he'd meet me at 8.30 to show me round the city but he didn't turn up.
- When people go to live in another country, they usually try to fit in.
- The museum is having trouble keeping up the repayments on the loan.
- I was homesick for about six months but it was fine once I'd settled in.
- We thought about living there permanently but it was the climate that put us off.
- I was worried about changing trains but it turned out to be quite easy.

Grammar 1: Modal verbs

Complete the sentences with *should/shouldn't*, *must/mustn't* or *have to/don't have to*, as in the example.

Example: We'll be there in time to catch the train. You shouldn't worry so much.

- I hate getting ready for a trip. There are so many things you have to remember.
- I must remember to renew my passport. If I don't, it'll be a disaster.
- Before you move there, you should make an effort to learn the language.
- At most museums in this country, you have to/don't have to pay to get in.
- On long flights, you should drink plenty of water to avoid dehydration.

- 6 If you want to get a job here, the law says you **have to** apply for a work permit.
- 7 If you've checked in online, you **don't have to** wait in a queue at the airport.
- 8 It's easy to get lost in this city. We **mustn't** forget where we parked the car.
- 9 Some parts of the city can be dangerous so you **shouldn't** go there alone at night.
- 10 "Now children, when we're in the museum, you can look but you **mustn't** touch."

Grammar 2: Causative

Complete the sentences using the words in brackets with "have" or "get" in the correct form, as in the example.

Example: We waited for ages to **have/get our bags searched**. (our bags/search)

- 1 You can leave and re-enter the museum at any time if you **have/get your ticket stamped**. (your ticket/authorise)
- 2 The country is famous for its tailors – I **had/got a suit made** while I was there. (a suit/make)
- 3 You need to **have/get your work permit authorised** before you can apply for a job. (work permit/authorise)
- 4 I couldn't afford any of the paintings at the exhibition but at least I **had/got my catalogue signed** by the artist. (my catalogue/sign)
- 5 Oh no, I think I've just **had my pocket picked ("got" not possible)**! (my pocket/pick)
- 6 Before a long car journey, we recommend that you **have/get your vehicle checked** at a garage. (your vehicle/check)
- 7 The museum authorities are trying to raise money to **have/get the roof repaired**. (the roof/repair)
- 8 She was used to free dental care, so when she emigrated she was surprised that she had to pay to **have/get a tooth filled**. (a tooth/fill)
- 9 I hurt my leg on holiday and **had/got it examined** by a local doctor. (it/examine)
- 10 For an extra fee you can **have/get your passport application processed** by the Post Office before sending it. (passport application/process)

Grammar 3: Past simple and present perfect

Put the verbs in brackets into the correct tense, as in the example.

Example: I **booked** (book) the flight this morning but I **haven't arranged** (arrange) the accommodation yet.

- 1 He **has lived** (live) in the city all his life so he knows all the best places to go.
- 2 We are sorry to announce that the gallery **has closed** (close) temporarily and will open again next month.
- 3 Living here was strange at first but we **got** (get) used to it after a couple of months.
- 4 His family **moved** (move) to Australia when he was three, then back to Britain ten years later.
- 5 So he **spent** (spend) most of his childhood in Australia.
- 6 We're late. Most of the other passengers **have checked** (check) in.

- 7 There are empty spaces on the walls because the gallery **has sold** (sell) some paintings.
 8 **I've been** (be) on a lot of train journeys, but this is the worst.
 9 She **left** (leave) the U.S. fifteen years ago and **came** (come) here ...
 10 ...but she sounds American because she still **hasn't lost** (lose) her accent.

Grammar 4: Past simple and past perfect

Put the verbs in brackets into the correct tense, as in the example.

It was four o'clock in the morning when John and Teresa (**Example:**) **left** (leave) home for the airport because they **wanted** (want) to be sure they wouldn't miss the plane. They **had decided** (decide) to have "the holiday of a lifetime" in Australia, a country they **had never visited** (visit) before. After all, they **had worked** (work) hard all their lives so they **deserved** (deserve) it. They **had booked** (book) six months in advance to get the cheapest flight.

When they **got** (get) to the airport they were so early that the airline **hadn't opened** (open) the check-in desk. But they **didn't mind** (mind) – when it finally **opened** (open) they were first in the queue.

It wasn't until the check-in attendant **asked** (ask) to see their passports that disaster **struck** (strike). John's passport **had been** (be) out of date for the last two months. He **had forgotten** (forget) to renew it. The attendant **said** (say) she was sorry but there was nothing she **could** (can) do.

The journey home **was** (be) very quiet! Luckily, they **had taken** (take) out an insurance policy that **covered** (cover) problems like this, but of course it **didn't make up** (make up) for their disappointment.

Language skills

🎧 Listening: Specific information

Listen to a radio programme about cheap flights and complete the notes, as in the example.

Example: Increases in cheap flights may prevent the UK from meeting emission reduction **targets**.

- Contribution of flying to total UK emissions: **7%**
- Largest proportion of these emissions caused by **international** flights
- Contribution of domestic air travel to total UK emissions: **1%**
- Air travel's contribution to total U.S. emissions: **3%**
- Contribution of whole transport sector to total U.S. emissions: **27.4%**
- Air travel may be more harmful than other transport because:
 1. pollution is more harmful at **(great) heights**
 2. air travel is increasing **fast**
- Proportion of total U.S. emissions caused by other sectors:
 - industry: **18.8%**
 - residential use: **7.6%**
 - electricity generation**: 33.9%

- Air travel increasing at the fastest rate in *developing countries*.....
- Increase in people travelling by air in India over 1 year:*45%*.....
- Presenter believes cheap holidays shouldn't be seen as *a (basic) (human) right*.....

🎧 Listening and speaking: Discussions

Listen to the following statements and respond by making an opposite point. The openings below may help you to get started.

Example: Actually I find it too busy – everyone's always in a hurry. (everyone/hurry)

- 1 Maybe so, but *how can you stop people (from) flying*? (how/stop/people flying?)
- 2 Really? Don't you think *the entertainment is better in cities*? (entertainment/better/cities?)
- 3 OK, but *how will they pay for maintenance*? (how/pay/maintenance?)
- 4 Yes but the thing is that *air travel is cheaper* (air travel/cheaper)
- 5 But the problem is *the children's education. Where will they go to school*? (children's education. Where/go to school?)
- 6 Really? I think *looking at art is a waste of time* (looking/art/waste of time)
- 7 But don't you think *it's worth it if it increases the safety of passengers*? (worth it if/increases safety/passengers?)
- 8 Well, I'm sorry but *it's polite to speak to people in their own language* (polite/speak to people/own language)

✍ Writing 1: Describing experiences

You have been asked to write about “a disastrous journey”. Expand the notes into a complete story, paying special attention to the verbs in brackets.

I (catch)/evening train/London, where (spend) the day working.

I (know) journey well because/(do) it many times before.

Half way home/(decide)/have something to eat.

(Finish) sandwich/(open) book I (bring) with me.

Nearly (finish) it/(want) to know how (end).

Next thing (know),/dark outside train.

(Hear) announcement for station/(not recognise).

Immediately (realise)/(fall) asleep/(miss) my station.

(Get) off quickly/(ask) time/next train back.

Unfortunately, one (leave) five minutes before/(have to) wait an hour/next one.

Writing 2: Formal and informal style

Match the meanings of the formal and informal phrases.

Example: ...A = 5...

Informal

- A ~~Hi there~~, Bill
- B you'll never guess what
- C also, about
- D like I said
- E can I
- F chuffed to bits
- G I've sorted it
- H a bit of a pain
- I sorry, no way
- J yes, ok then
- K can't wait to catch up

Formal

- 1 moreover
- 2 would it be possible to
- 3 the problem is now resolved
- 4 I'm afraid I can't
- 5 Dear Mr. Williams
- 6 rather problematic
- 7 that will be fine
- 8 I wonder if you can imagine
- 9 look forward to seeing
- 10 as I've already mentioned
- 11 really delighted

Key: A 5; B 8; C 1; D 10; E 2; F 11; G 3; H 6; I 4; J 7; K 9

Now read the following email from a friend and write a reply, using as many informal phrases from list A-K as possible. Reassure your friend about the arrangements for the trip.

Hi

Really looking forward to the trip, but I'm a bit worried about the problem of the early flight. Have you managed to change it yet? Please let me know how things are with the arrangements. Sorry I've left it all up to you but I've been really busy. Anyway, it'll be great to see you again.

Sample answer:

Hi there

Thanks for your message. Don't worry about the flight – I've sorted it. It was a bit of a pain getting them to agree. At first all I got was "Sorry, no way" but you know how determined I can be! And you'll never guess what – Simon is coming too. He was chuffed to bits when I asked him.

I haven't sorted out the taxi to the airport yet, so can I ask you to do that? Thanks. So, like I said, it's all set up. I'll see you on Friday. I haven't seen you for ages and I can't wait to catch up.

.....

.....

.....

Practice Test Two

Section 1



You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Example: What is the man describing?

- A an art gallery
- B a sculpture park
- C a museum

1. What type of announcement is this?
 - A a security warning
 - B luggage information
 - C safety advice
2. What is the woman worried about?
 - A how her children are getting on in their school work
 - B whether her children will manage in a new environment
 - C her children's progress in learning a foreign language
3. The man's family
 - A didn't really enjoy their holiday.
 - B couldn't go on holiday together.
 - C found a holiday to suit everyone.
4. Which statement about admission charges is true?
 - A You may have to pay to see certain special exhibitions.
 - B Special exhibitions are cheaper than permanent ones.
 - C Admission charges vary according to the time of year.
5. The woman finds her feelings about "home"
 - A comforting.
 - B strange.
 - C amusing.

6. Why has the man decided to stop travelling by air?
- A for mainly financial reasons
 - B to help protect the environment
 - C because it is not really necessary
7. This is an announcement for
- A rail passengers.
 - B air travellers.
 - C airline staff.
8. What does the man say about communicating while travelling?
- A The price has gone down.
 - B There are more possibilities.
 - C It used to be very easy to do.
9. The man doesn't recommend deciding anything important
- A because you will find it too tiring.
 - B while you are still missing home.
 - C until your feelings settle down.
10. Air travel is currently being affected by
- A a strike.
 - B traffic problems.
 - C the weather.

Section 2



You will hear a recording about people who retire to another country. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

11. *Many people dream / of moving abroad, / usually somewhere they have been to on holiday. / Often, what they are seeking / is a more relaxed lifestyle / in a more agreeable climate. / Those who actually do it, however, / frequently find that the reality / fails to match up to / the paradise of their imaginations.*

Section 3



You will hear part of an interview about travel insurance. First read the notes below then listen and complete the notes with information from the interview. You will hear the recording twice.

Example: Having an emergency when abroad is surprisingly *expensive*.

- 12 Many people suppose they are insured by the company that provides their *credit card*.
- 13 You can often get a better deal if you *shop around* and find your own insurer.
- 14 While abroad, you have to do what you can to prevent *loss or theft*.
- 15 Carrying money in a back pocket encourages *pickpockets*.
- 16 Website address: *www.yourstation/travel*



You will hear some recorded information from a taxi service that meets people arriving at San Diego airport. First read the notes below then listen and complete the notes with information from the message. You will hear the recording twice.

Example: Message for people who have *pre-booked* a taxi.

- 17 The driver may need to call your *cell phone*.
- 18 Pick up bags from the *baggage reclaim (area)* and leave through opposite door.
- 19 The shuttle van will be parked on other side of *(the) centre/centre island*.
- 20 Meeting passengers at the main gates is not allowed by *airport policy*.
- 21 Helpline number: *023 988 3030*

Section 4



Read each text and put a cross (X) by the missing word or phrase, as in the example.

Example:

We apologise for any disruption to normal museum services while we are in the process of the old entrance hall.

- A A refreshing
- B B renovating
- C C replacing

22.

It is not a good idea to put too much trust in official opening times. they say, you may find the cathedral locked.

- A However
- B Whatever
- C Whenever

23.

THE SITE FOR **OZ INFO**

This is the place to find really helpful information about living in Australia. You'll find plenty of other sites with pictures of beautiful scenery and wildlife, but almost nothing on

- A everyday life
- B the natural world
- C historical details

24.

Hotels in this area are certainly close to all the sights and nightlife, but the obvious downside to this is that they aren't exactly

- A popular
- B plentiful
- C peaceful

25.

Although it is true that taxis are not always easy to find, the city's system is efficient, reliable and cheap.

- A tourist information
- B internal travel
- C public transport

26.

You may arrive in your adopted country determined to become just like a native, but you will quickly realise that expecting to lose your and adopt a new one like putting on a new set of clothes is unrealistic.

- A whole education
- B common lifestyle
- C original culture

Test Tip

Imagine where you would see these texts in everyday life. For example, does it come from a magazine, a website, a label? This could help you choose the correct answer.

Section 5



Read the passage and answer the questions below. Put a cross (X) in the box next to the correct answer, as in the example.

We are often told of the benefits that tourism brings, to the point where its positive influence has become an assumption. Perhaps the most common belief is that tourism brings wealth to local people. The reality, though, is more often quite the opposite: tourism makes a small number of people in the host country extremely rich, while the poor majority lose their land, their resources and identity, receiving little, if anything, in return.

The loss of land and resources is easy to see. Hotels, resorts and safari parks spread relentlessly across previously untouched natural areas. Water is diverted from meeting local needs to providing tourist luxuries like hotel showers and golf courses. The loss of identity is harder to measure, but is perhaps best summed up by the words of an African tribesman who said: "We are no longer what we are; we are becoming what we seem."

Tourists are hungry for the exotic, for worlds that are different from their own, but at the same time most of them are not keen to experience the realities of that difference. So they usually view it from behind barriers: coach windows, hotel doors or camera lenses. Hunger for the exotic can never be satisfied in a tourist context – as soon as you touch it, it disappears. Whether tourists like it or not, the local culture and tradition they observe will have altered itself to fit in with the expectations of those who pay for it.

Travel, the old saying says, broadens the mind. Yet, as the masses of tourists spread across the world, treating countries and their inhabitants like a huge theme park, even this idea is debatable. Tourists are, as one writer put it "the aristocracy of the New World Order", protected from reality everywhere they go, treated with outward respect, their motives almost never questioned. At best, the opinion they arrive at will be an uninformed idea that "the natives are really friendly and welcoming". If they are occasionally surprised by reality, it will usually be a negative experience, and they will return home surer than ever that "foreigners can't be trusted."

Example: What does the article say about the advantages of tourism?

- A They are often not even questioned.
- B They are mostly to do with money.
- C They have a positive influence.

27. What does the writer say about poor people?

- A They are in the majority in most countries.
- B They don't usually benefit much from tourism.
- C They become rich from tourism in a few cases.

28. Why does the writer use the words of the African tribesman?

- A To explain what is meant by loss of identity.
- B To summarise the main point of the text.
- C To show how he feels about local people.

29. According to the article, how do most tourists relate to the countries they visit?

- A They are usually disappointed by the reality of what they see.
- B They fail to get a true impression of how people there live.
- C They find experiences that are different from their normal life.

30. What common belief about travel has been repeated for a long time?

- A It is turning many countries into theme parks.
- B It will increase continuously in the future.
- C It makes people more open to different ideas.

31. In the writer's opinion, what reaction applies to most tourists?

- A They are not really changed by their experiences.
- B They rarely question their motives for travelling.
- C They tend to have negative experiences abroad.

Test Tip

You may sometimes find a particular text more difficult to understand. If so, don't panic and give up. Try to get an idea of the general meaning first and then answer the questions.

Section 6



Read the webpage extract below and answer the questions.

It's often the little things that make you homesick. After I had been in Australia about six months, it suddenly struck me that I no longer bumped into that old man from the next street any more, who had known the children since they were babies. When the children won a school competition, they couldn't phone their grandad to tell them the news because it was the middle of the night there.

One day the children brought home some raffle tickets to sell to raise money for the school. Homesickness struck again when we realised we didn't know anyone to sell them to. In the end, we bought all of them ourselves!

Test Tip

When answering questions like this, try to give a full answer but don't include unnecessary information. Your answer doesn't have to be written as a sentence – often a word or phrase is enough. For example, a full sentence answer in Question 35, would be “They bought all the tickets because they didn't know anyone to tell them to.” In fact, four words answer the question well enough. Which four? For Question 39, on the other hand, a full answer in a sentence is best (although a four-word phrase would be accepted in the test).

Example: How long had the writer been away from home?

about six months.

32. Who did the writer realise she missed?

(the) old man from the next street

33. Why couldn't the children phone their grandfather immediately?

(because) it was the middle of the night (there)

34. What was the purpose of the raffle tickets?

to raise money for the school

35. Why did they buy all the raffle tickets?

(They) didn't know anyone (to sell them to)

Section 6 Continued



Read the extract from a tourist guide below and answer the questions.

BILBAO'S GUGGENHEIM MUSEUM, featuring permanent and visiting exhibits of works by Spanish and international artists, became a tourist attraction almost as soon as it opened in 1997, but it wasn't so much the contents people came to see as the building itself. It's easy to see why. Designed by Canadian-American architect Frank Gehry, it is one of the world's most spectacular buildings.

Reflecting Bilbao's status as a port, it is intended to resemble a ship, while its reflective panels give the impression of fish scales. The curves on the building were designed to appear random. Seen from the river, it is certainly spectacular, yet at street level it is quite modest and does not dominate its traditional surroundings. Also, remarkably, it was completed on time and budget, which is rare for buildings of this scale.

Example: What two types of exhibition does the Guggenheim Museum house?

permanent and visiting

36. What aspect of the museum attracts visitors?

the building (itself)

37. What is the building meant to look like?

a ship

38. How does the text describe the view of the building from the land?

(quite) modest

39. What makes the museum unusual, compared to other large buildings?

It was completed on time and budget.

Section 7



Read the news story below and complete the notes. Write no more than three words from the article in each gap.

The directors of 2,000 museums and galleries across the UK are asking the government for an extra £115 million per year to maintain some services and extend others. They claim that museums generate £3 billion for the economy and employ 40,000 people. Recent surveys have shown that members of the public make 100 million visits to museums every year, which is a greater number than the total attendance at all of the country's live sports events.

A document produced by the museums states that recent years have seen a fall in their income and that museums have dropped down the government's list of priorities since the decision to abolish admission fees. One director said: "While we agree with the government's aim of making museum entry free for all, it has to be recognised that the money has to come from somewhere."

Almost half of the total extra funding would go to around 30 national

museums, including world famous attractions like London's Tate Gallery and the Natural History Museum. Local museums, it is claimed, need another £35 million, plus £15 million for the co-ordination of joint projects between local and national institutions. The final £15 million would go on the purchase of new objects for collections.

According to the directors, the largest part of the extra money would be taken up by basic maintenance work like repairing leaky roofs. Without this work, they say, national museums in particular may not be able to sustain current levels of service and access.

It is unlikely, however, that the museums will receive all of the money they say they require. This is because there is a feeling in government circles that in the current economic situation, essential public services like schools and hospitals are more deserving and should be given a higher priority than cultural life.

Example: Amount of extra annual funding claimed by museums: *£115 million*.

40. Number of jobs in the museums and galleries sector:

40,000

41. It is claimed that more people go to museums than to

(live) sports events

42. Museums in the UK no longer charge for

admission

43. National museums sometimes work with local museums on

joint projects

44. Most of the money is needed for

basic maintenance work

45. Museums say the extra money is essential to keep up their standards of

service and access

46. Some people in government believe museums are less important than

(essential) public services (like schools and hospitals)

Section 8



Use information from Section 7 to help you write your answer.

47. You have read the news story about museum funding. Write a letter to the newspaper giving your reaction. Write about 90–120 words. In your letter you should say:

- whether you think museums and galleries are important
- whether entry to museums should be free
- how museums compare with other government spending priorities

Write your answer here. Do not write outside the box.

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing.

Section 10 (1.5 minutes)

In this section you will speak on your own for about 1 minute. Listen to what your teacher/examiner asks. Your teacher/examiner will ask one of the main questions below and use the follow-up questions if necessary.

Test Tip

Don't worry if you make a mistake when you are speaking. You can correct what you've said if you like, but it will stop you speaking continuously.

Main prompt 1:

- In what ways does the weather affect people?

Follow-up prompts:

- How does the weather affect your mood?
- What would you describe as normal weather in the country where you live?
- What kind of conditions do you regard as “bad weather”?
- What other problems can bad weather cause?

Main prompt 2:

- What kind of food do you enjoy?

Follow-up prompts:

- Can you describe your favourite meal?
- What is a typical diet in the country where you live?
- Do you think the food you eat is mostly healthy? Why/why not?
- Why do you think fast food is so popular nowadays?

Main prompt 3:

- How important is technology in your life?

Follow-up prompts:

- What would life be like without computers?
- How important are mobile phones in people's lives nowadays?
- Can you think of any disadvantages of technology?
- What do you think has been the most useful invention of the last fifty years?

Main prompt 4:

- What are the advantages and disadvantages of living in another country?

Follow-up prompts:

- Would you like to live in another country?
- What would you miss most if you lived abroad?
- Why do some people move to other countries?
- If you could choose one place to live, where would it be? Why?

Section 11 (2 minutes)

In this section you will discuss something with your teacher/examiner.

Should people follow fashion?

What do you think?

Your teacher/examiner will use the following arguments to take an opposing view to yours.

- For:**
- Most people want to look good.
 - It's important, especially for young people, to fit in with their friends.
 - For a lot of people, buying new clothes has a positive effect on their mood.
 - The reality is that you get on in life by impressing other people.

- Against:**
- It's better to have your own individual taste in clothes.
 - People should wear what they think suits them.
 - You can buy the same clothes much cheaper if they don't have designer labels.
 - Fashion is just a way of getting us to spend money on things we don't need.

Section 12 (1.5 minutes)

In this section you will talk for up to 1 minute about these two pictures showing aspects of city life. Tell your teacher/examiner what you can see in the pictures.



Your teacher/examiner will also put this secondary prompt.

What different impressions do the two pictures give?

Test Tip

If you find you can't remember (or don't know) the right word for something, for example while describing the picture, don't worry – try to get round the problem by saying something like "I can't remember what it's called but it's one of those things for -ing ..."

Section 13 (2 minutes)

In this section, you are going to take part in a role play with your teacher/examiner. Here is a card with the situation and your goal.

TEST TAKER'S ROLE CARD

The situation: You are talking to someone who is visiting your city (or a city you know well) for the first time.

Your goal: Tell the visitor about the best museum in the city and the city's transport system.

You are talking to someone who is visiting your city (or a city you know well) for the first time. Your teacher/examiner is the visitor. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

This is my first time here. Can I ask you a few questions?

I'm only here for a week so I'd like to see as much as possible.

I'm interested in history. Which is the best museum?

What's the best way to get there?

What is the public transport system like?

Is it easy to get around the city?

That is the end of the test.

Unit Three

The themes for this unit are: social issues/weather/technology and inventions/work

Vocabulary and Grammar

Vocabulary 1: People's jobs

Use the word in capital letters at the end of each sentence to form the name of a job, as in the example.

Example: Someone who sells medicine in a chemist's shop is a pharmacist. (PHARMACY)

- 1 A person who repairs your car is a mechanic. (MECHANISM)
- 2 Accountants are people who deal with business finances. (ACCOUNT)
- 3 A surgeon is type of doctor who performs operations. (SURGERY)
- 4 A botanist is a person who studies and works with plants. (BOTANY)
- 5 Electricians install cables and sockets in buildings. (ELECTRIC)
- 6 Architects design and plan buildings. (ARCHITECTURE)
- 7 Most people agree that John Logie Baird was the inventor of television. (INVENT)
- 8 Engineer is a general word for someone who designs bridges, aeroplanes, cars, computers and many other things. (ENGINE)
- 9 Someone whose job involves working with different kinds of earth and rocks is a geologist. (GEOLOGY)
- 10 Bricklayers are those builders who construct outside walls. (BRICK)

Vocabulary 2: Weather and climate

Each sentence contains a word connected with weather and climate but the letters have been mixed up. Make the missing words, as in the example.

Example: A mixture of snow and rain is called sleat. (teles)

- 1 A period of time when it is exceptionally hot is a heatwave. (wevthaea)
- 2 Hailstones are pieces of ice that fall like rain. (senhsloati)
- 3 A humid climate is one that is hot and wet. (imduh)
- 4 A breeze is a fairly strong wind that often comes from the sea. (zerebe)
- 5 Another name for a snowstorm is a blizzard. (zabdilrz)
- 6 Cloudy weather is sometimes called overcast. (travosec)
- 7 Violent storms in the Caribbean are known as hurricanes. (icearhnusr)
- 8 A period of no rain is a drought. (hugtord)
- 9 A tornado is a strong circular wind that can suck things into the air. (dontora)
- 10 When the climate is not too hot or too cold, it is temperate. (patremete)

Vocabulary 3: Technology

Use the words in the box to complete the article about technology, as in the example.

wheel hybrid appliances time travel typewriter fire
modern internet genetics jet packs mobile phone

Technology is a key word in **(Example:)** *modern* culture. We live in an age of rapidly changing technology. It was not long ago that the **1** *typewriter* was considered important in every office but these have been replaced by computers. Everyone who can afford it has a **2** *mobile phone* and these are rapidly taking on the functions of computers themselves. Happily, books and libraries are still with us but we have instant access to information through the **3** *Internet*. In the home, there are more and more household **4** *appliances* to make our lives easier. In the field of transport, there are **5** *hybrid* cars which can use either petrol or electricity. But perhaps the greatest developments have been in the field of medical technology, particularly in **6** *genetics*.

Who knows what the future will bring? Recent talks by scientists have stated that **7** *time travel* will be possible one day. Perhaps my great-grandchildren will get **8** *jet packs* for birthday presents and fly around the living room! It is a long, long way since our ancestors learned how to control **9** *fire* and invented the **10** *wheel*.

Vocabulary 4: Phrasal verbs

Put a verb from the box into each sentence in the correct form, as in the example.

cut tune print give come break
catch blow rush key wire

Example: Mick *gave* up smoking three years ago and hasn't had a cigarette since.

- 1** A lot of old trees *blew/were blown* down in the storm last night.
- 2** To lose weight you need to *cut* out all sugary and fatty foods.
- 3** Take your time and don't *rush* into accepting the job unless you're sure.
- 4** You need to *key* in your password before you can log on.
- 5** New mobile phones *come* onto the market every day.
- 6** We bought a plasma screen TV when our old television *broke* down.
- 7** When bicycles were first invented people laughed and said they would never *catch* on.
- 8** We always *tune* into 'The Science Show' on Radio Six on Monday nights.
- 9** I'll ask Magda if she *will print/can print* out copies of the report for next week's meeting.
- 10** In our 'Basic Technology' class yesterday we learned how to *wire* up a plug correctly.

Grammar 1: Future perfect

Complete the sentences with the past participle of the verbs in the box, as in the example.

find	break	build	receive	work	
leave	start	fly	complete	be	spend

Example: I'll have *completed* the report by lunchtime.

- 1 They will have *built* a base on the moon by 2040.
- 2 Scientists believe they will have *found* a cure for the disease before the end of the decade.
- 3 Most of the migrating birds will have *flown* south by the end of October.
- 4 Why don't you phone him? He won't have *left* the office yet.
- 5 Look at the traffic! The film will have *started* by the time we get to the cinema.
- 6 It's their golden wedding anniversary in July. They'll have *been* married for 50 years!
- 7 It's likely that the world record for the 100 metres will have been *broken* before the next Olympic Games.
- 8 By next week, Ben will have *received* a letter telling him whether he's been accepted for the job.
- 9 When Robbie retires in December he'll have *worked* for London Transport for over thirty-five years.
- 10 If you carry on shopping at this rate, you'll have *spent* all your birthday money by the end of the day!

Grammar 2: Mixed future tenses

Put the verb into the correct future tense, as in the example. Sometimes more than one form is possible. You can use:

- Simple Future (will)
- Going to
- Future Perfect
- Future Continuous
- Simple Present (used for future purpose)
- Present Continuous (used for future purpose)

Example: I (have) *'m having* a party on Friday night. Would you like to come?

- 1 Let me see! He's 49 now so next birthday he (be) *'ll be* 50. The big 50!
- 2 Look at the dark sky. It (rain) *'s going to rain* soon.
- 3 Don't phone around 11 o'clock. We (discuss) *'ll be discussing* the new IT system then.
- 4 You look exhausted. Sit down and I (make) *'ll make* a cup of coffee.
- 5 We (look for) *'re going to look for* one of these environmentally friendly houses when I get a decent pay rise!
- 6 The high speed train (arrive) *arrives* in London at 8.00.
- 7 He's building a car which runs on bio-diesel and says he (finish) *'ll have finished* it by the end of the year.
- 8 I don't think they (ever build) *'ll ever build* cities in Antarctica.

Grammar 3: Modal verbs – certainty

Draw a line to match the phrases with their definitions.

must be	_____	<i>nearly impossible</i>
could be/may be	_____	<i>almost certain</i>
might be	_____	<i>possible but unlikely</i>
can't be	_____	<i>possible</i>

Two people are looking at some pictures. Use the modals above to complete their conversation, as in the example. Sometimes there is more than one answer.

Example: Who's the man with the long beard? He must be my great grandfather because that's my grandfather when he was a boy.

- Who's that man in uniform?
He could be a soldier or he may be a doorman at an expensive hotel.
- What about the woman in the white coat on the hospital ward?
She must be a doctor, from all the notes she's looking at. Definitely not a nurse.
- Here's a picture of my mother, at her first job.
It can't be your mum. It looks nothing like her.
- This is a strange picture. What are they doing?
They could be making an advert, but it's hard to say.
- This photo of steelworkers must be from the 1930's, judging from their clothes.
- Here's a picture of police officers.
Yes, the one in plain clothes must be the Inspector. He's obviously in charge.
- Do you think the woman talking to the man is a shop assistant?
Well, she might be, but from her appearance I'd say she was a customer.
- Have a look at this old picture. Who's the man meeting the King?
Well, he could be an ambassador, I suppose or he might be a government minister from that time.
- This is a picture of my class in the 1970s.
It can't be from then. Look at the clothes! The 60s surely!
- This might be my cousin Kevin in Australia, but I'm not sure.

Grammar 4: Modal verbs

Complete the sentences using modal verbs with verbs from the box. Use the correct tense, as in the example. Sometimes there is more than one answer.

find be put enter steal install rain strike have lose imagine/know

Example: The fog was so thick on the motorway we could have had an accident.

- The pavement's wet. It must have rained during the night.
- The storm struck at midnight when most people must have been fast asleep.
- You can't have lost the key, surely. Think carefully about where you may/could/might have put it.
- When Crick and Watson discovered the human genome they couldn't have known/imagined the impact their findings would have.

- 5 The oak tree was completely black down one side. It *must have been struck* by lightning.
- 6 Why don't you ring the lost property office? Someone *might have found* your laptop and handed it in.
- 7 The kitchen window has been smashed. The burglars *must have entered* through there.
- 8 The new computer's not working at all. You *can't have installed* it properly.
- 9 Twenty years ago nobody *could have known/imagined* how popular mobile phones would become.
- 10 My laptop's missing. Someone *must have stolen* it.

Language skills

🎧 Listening 1: Note completion

Listen to the weather forecast and complete the notes, as in the example.

Weather Forecast	
• Day: (Example:) <i>Tuesday</i>
• Date: <i>13th April</i>
• Morning: <i>bright/sunny</i>
• Max temp: <i>20</i>
• Afternoon: <i>cloudy</i>
• Evening: <i>(frequent) showers</i>
• Night: <i>gale force winds</i>
• Warning: <i>storm damage</i>
• Next few days: <i>rain/low(er than average) temps</i>

🎧 Listening 2: Dictation

You will hear a recording about a new type of doorbell. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

You'll never miss a visitor / with this new and improved / digital doorbell. / Easily installed, / with no wiring or drilling required, / you just plug the unit into any mains outlet. / The bell will operate / up to an incredible one hundred metres / and transmit through walls and ceilings. / There's a wide choice of melodies, / which you can change whenever you wish, / and very little power is consumed.

Writing 1: Planning

Your college magazine has asked you to write a review of a book that might be popular with students. Look at the questions you might ask yourself when planning the review and match them with the answers, as in the example.

Example: What is the title? E

- | | |
|---|--|
| 1 What type of book is it? (fiction/non-fiction) <u>H</u> | A Michael Brown |
| 2 What's the book about? <u>K</u> | B Year by year with a long introduction. |
| 3 Who is the author? <u>A</u> | C Linked to a website |
| 4 What do you know about the author? <u>F</u> | D In a month. |
| 5 How is the book organised? (non-fiction) <u>B</u> | E The Noughties. The First Decade of the 21 st Century. |
| 6 What age group is the book for? <u>I</u> | F Think he's a journalist. |
| 7 Are there any special features? <u>C</u> | G Great book to find facts and information. |
| 8 How much does it cost? <u>J</u> | H It's like a diary of events. |
| 9 Would you recommend it? <u>G</u> | I Adults |
| 10 When is it available? <u>D</u> | J No details about that. |
| | K The title tells you this. |

Now write a review of a TV documentary about extreme weather which you have seen recently, using the following notes.

Define extreme weather/describe examples shown in programme/filmed all over the world/causes/results/what reporter says can be done/your feelings about programme/best part.

Writing 2: Linking

Complete the essay using the linking words and phrases in the box. Look at the clues to help you decide which link to use.

because in conclusion on the one hand and for example which on the other hand
despite the fact nevertheless firstly although whereas as long as in order to

SHOULD ANIMALS BE USED IN SCIENTIFIC EXPERIMENTS?

...Firstly... I must point out this is complicated issue because there are different kinds of experiments on animals. ... On the one hand ..., animals are used for medical research in order to find cures for human diseases, which I think is acceptable. ... On the other hand ..., experiments are carried out on animals by cosmetic industries and I feel these should be banned. Whereas the former experiments are necessary for scientific progress, the latter are not.

... As long as the animals do not suffer in any way, I think it's important to use them to test new medicines. Nevertheless, I can completely understand why people disagree with this opinion, although I disagree with some of their methods of protesting, for example when they burn down laboratories.

... In conclusion, I would say that we should allow scientists to use animals in their research, despite the fact that I sometimes feel uncomfortable.

Practice Test Three

Section 1



You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Example: Where are the speakers?

- A in a restaurant
- B on a train
- C at the cinema

1. What is the boy doing?
 - A persuading
 - B denying
 - C criticising
2. Who are the speakers?
 - A manager and chef
 - B customer and waiter
 - C fisherman and restaurant owner
3. What does the man want the woman to do?
 - A send an engineer
 - B exchange her TV
 - C give her instructions
4. Why can't the woman go to the science exhibition?
 - A She feels ill.
 - B She's too tired.
 - C She's too busy.
5. What has improved the man's mood?
 - A a football result
 - B the weather
 - C his friends

6. What's the girl's attitude to the boy's news?
A envious
B annoyed
C uninterested
7. Why did the woman choose to study science?
A because it interested her
B for the career opportunities
C to help the environment
8. What does the woman say about the climate on holiday?
A It was dry heat.
B It was humid.
C It was cold and wet.
9. How does the woman react to the man's complaint?
A with embarrassment
B with displeasure
C with understanding
10. Who is speaking?
A a doctor
B a scientist
C a dentist

Test Tip

Listen to the tone of the speakers' voices. The answer won't depend on this but it will help you to understand what they're saying. For example, how do the boy in Question 1 and the girl in Question 6 sound?

Section 2



You will hear a recording about jellyfish in the Atlantic Ocean. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear.

Make sure you spell the words correctly.

Test Tip

Listen to the context carefully to help you with homophones (words which sound the same but are spelt differently) or near homophones. For example, is climate change a fact or a factor? Which is the noun – “effects” or “affects”? Which can be used as adjective – “increase” or “increased”?

11. *Scientists at Swansea University / are researching how factors / such as climate change and over-fishing / are causing jellyfish to thrive, / and what the subsequent effects are / of these increased populations / on tourism and commercial fisheries. / One possibility / is to export them to the Far East, / where they are considered a delicacy.*

Section 3



You will hear a recorded message from a local government department. First read the notes below then listen and complete the notes with information from the recording. You will hear the recording twice.

Example: Information is from the Surrey County Council.

- 12 The message is about changes in waste collection.
- 13 The new day for rubbish collection is Thursday.
- 14 The Council hopes to recycle 80% of Surrey's waste by 2015.
- 15 Recycling collections will take place every Monday/on Mondays (must have both words).
- 16 Additional items now being recycled are plastic bottles.



You will hear an interview on a radio science programme about a new racing car. First read the notes below then listen and complete the notes with information from the conversation. You will hear the recording twice.

Example: Engineer's name: Steve Lambert.

- 17 The car is powered by chocolate.
- 18 The car's bodywork is made of potatoes and carrots.
- 19 It is unusually light compared with other racing cars.
- 20 It can reach a maximum speed of 125 mph on the straight.
- 21 The aim was to produce a completely environmentally friendly racing car.

Test Tip

Make sure you read the beginnings of the notes in particular really carefully before the recording starts, so that you know exactly what you are listening for.

Section 4



Read each text and put a cross (X) by the missing word or phrase, as in the example.

Example:

The weather can impact on your everyday life in many ways from what to wear to The links on this page are aimed at helping you plan your day, whatever the weather.

- A the amount of rain
- B whether to travel
- C having an umbrella

22.

The Greenfuel Company Ltd aims to help the planet.

Convert your car to LPG.

It will reduce and help your bank balance too.

We can create a dual petrol and LPG fuel system in your car.

- A pollution
- B vehicles
- C money

23.

Caution!

Please do not store and raw food together in this refrigerator.

Health & Safety Act

- A fast
- B cooked
- C meat

24.

CENTENARY TALKS

Celebrate 100 years of the Science Museum by coming to one of our Centenary Talks by renowned Talks cost £7.00 per person. To book your place call 0870870 4771.

- A participants
 B experts
 C visitors

25.

Ed Hardy Tiger I-phone case

Bring your i-phone to life with this ultra-cool case!
 It protects your i-phone against, dirt and bumps
 and comes with an all-round screen protector.

Only compatible with i-phone 3G and 3GS.

- A noises
 B expense
 C scratches

26.

Keep Crime Down!

Many crimes are spur-of-the-moment with thieves taking advantage of or valuables left on display in a car. However, with a few simple steps such crimes can be prevented.

- A opportunities
 B a locked door
 C an open window

Section 5



Read the passage and answer the questions below. Put a cross (X) in the box next to the correct answer, as in the example.

The History of Cool

BEFORE THE REFRIGERATOR WAS INVENTED, only the rich could afford to buy in the great blocks of ice used for cooling and preserving. It was the Scotsman, Dr William Cullen, whose experiments in the early 18th century really started the 'refrigerator ball' rolling. He devised a pioneering, cooling process which, however, failed to excite anyone, even commercial manufacturers, outside of the scientific community. Most just could not see its potential applications in everyday life, which in fact took nearly a century to become clear.

In the 1850's the American medic, Dr John Gorrie, believing that warm air caused the spread of diseases, started importing ice from the Northern lakes to cool his sickrooms. But ice was not always easy to come by. This led him to pursue artificial refrigeration projects and, indeed, to spend most of his personal wealth on developing an actual ice-making machine. Sadly, he died unrecognised in poverty. Eventually it fell to German engineer, Carl von Linde, to develop and manufacture the first real 'refrigerator' as we know it. He managed to liquefy air and then let it expand, thereby cooling it. The age of the fridge had begun. They were luxury items but there was no shortage of wealth. However, those early years saw a number of accidents, some fatal, result from the use of unstable gases like ammonia and methyl chloride. This could not be allowed to continue.

And so more stable chemicals were introduced to create the cold environment which was now being demanded for domestic use, for supermarkets, and so on. They were freely accessible and apparently safe to use. Their drawback only became apparent later, when they were linked to growing holes in the earth's ozone layer. Again, technology stepped in with safe alternatives.

But there's always room for new inventors. Take Emily Cummins, 21, who has developed a small solar-powered 'fridge', made of everyday materials, for transporting medicines around hot countries. Emily knew it had to be basic and not complicated to manufacture. It is portable, reliable and has so far proved to be an extremely successful addition to the ongoing history of the invention of the refrigerator.

Example: Which group was interested in William Cullen's experiments?

- A the very rich
- B companies
- C scientists

27. Why was the usefulness of Dr Cullen's cooling process missed?

- A People lacked imagination.
- B It took too long to develop.
- C There was an element of risk.

28. What prompted John Gorrie to make his machine?

- A the onset of personal ill-health
- B unreliable access to natural ice
- C the possibility of becoming rich

29. Why were the early fridges phased out?

- A They kept breaking down.
- B They were costly.
- C They were dangerous.

30. What was the drawback of the new chemicals used?

- A Their supply was becoming limited.
- B They caused ecological damage.
- C They only had a short shelf-life.

31. What did Emily Cummins want her invention to be?

- A easy to make
- B safe to use
- C recyclable

Test Tip

In any section of the test, some questions might seem easier than others. This is normal, so: if a question seems too easy, it's probably not a trick; if a question seems difficult, don't worry – just put your best answer (or guess) and move on.

Section 6



Read the article below and answer the questions.

TINY THE DINOSAUR

Canadian scientists have announced their identification of the smallest carnivorous dinosaur yet found. Originally unearthed in Alberta's 'Dinosaur Park' in 1982, the fossil has been lying since then in a museum drawer. Weighing just under two kilos, about the same as a chicken, the diminutive dinosaur has been nicknamed 'Tiny'. Previously, the smallest carnivorous dinosaur discovered weighed in at five times Tiny's size. About seventy-five million years ago, Tiny would have roamed the southern part of Alberta, just north of Montana. With its curved claws, it most likely fed on insects and lizards. The fossil suggests that it's related to a Chinese raptor, about which a surprising find has been made of something called 'dino-fuzz', a cross between fur and feather, not previously found on similar dinosaur species.

Example: Where was Tiny stored after its discovery?

In a museum drawer.

32. What is Tiny's size compared with?

a chicken

33. How much smaller is it than the previous smallest, meat-eating dinosaur?

five times

34. What did Tiny's diet probably consist of?

lizards and insects

35. To what are scientists linking Tiny?

a Chinese raptor/a raptor (found) in China

Test Tip

Look out for synonyms (words and phrases which mean the same) in the text and questions. For example, in Question 35, what word in the text means the same as "linked (to)"? In Question 38, what word in the text means the same as "pick up"?

Section 6 Continued



Read the article below and answer the questions.

METHANE ON MARS

QUESTION: What do cows and Mars have common? **ANSWER:** They both produce methane! Yes, like cows, Mars produces clouds of methane and, although it's too soon to be sure, it's suspected that under the surface, bacteria are hard at work creating the gas. On Earth 90% of methane is produced from livestock and rotting plants. The amount of gas rising from the Red Planet's surface varies, with the tallest plumes apparent in the Martian summer and the smallest in winter. Three special telescopes located on Earth were used to detect infrared light which was used to measure the methane. But because our planet also produces gas, scientists had to use some clever tricks to figure out which gases came from Earth and which from Mars.

Example: How are cows and Mars similar?

They both produce methane.

36. How do scientists believe methane on Mars may be produced?

by bacteria

37. When is the planet's methane production at its height?

in the Martian summer

38. What were the telescopes able to pick up?

infrared light

39. Which two things did scientists have to differentiate between?

Earth and Martian gas

Section 7



Read the article below and complete the notes. Write no more than three words in each gap.

IS JUNK FOOD ADDICTIVE?

Scientist Paul Johnson of the Scripps Research Institute had a very serious goal when they decided to feed a lot of junk food to a group of rats. They wanted to understand what happened in the brains of obese (very fat) people.

They observed that the more junk food the rats ate, the more they wanted and that the brain chemistry behind obesity and serious drug addiction seemed to be very similar.

In their experiment the scientists studied the "pleasure centre" of rats' brains. These centres are a complicated network of nerve cells, which perform as a sort of reward system in the bodies of many mammals. If the animal becomes active or eats, the cells reward it by releasing chemicals into the body that make it feel good. And when the body feels good, the animal or person will want to do the behaviour again. However, pleasure centres can release chemicals in less healthy ways too. Strong drugs like cocaine or heroin can prompt the process and they can cause the pleasurable chemicals to be released.

One rat group was fed junk, like fatty and sugary cheesecake, burgers and crisps, while the other group received a nutritious diet. Very quickly it was seen that the rats eating

healthy food took in only half the calories of their junk-food-eating counterparts, who just ate more and more.

To find out why this happened, a way of artificially stimulating the rats' pleasure centres was devised. A small electrical charge was sent to these centres when the rats ran round and round on an exercise wheel. The more the rats ran, the more pleasure they received.

The junk food eating rats ran more and more suggesting that they needed more stimulation to feel good compared with rats on a healthy diet. In other words, their pleasure centres were becoming less sensitive and the junk food didn't make them feel good unless they kept consuming it.

Kenny and Johnson also found that the effects were very hard to reverse in the 'addicted' rats. After they took away the junk food and offered the rats a nutritious, normal diet, the fat rats refused to eat. They starved themselves for up to two weeks afterwards.

Such experiments may point towards an understanding of how chemicals in the brain contribute to obesity and how we may be able to help people avoid it and all its health problems.

www.sciencenewsforkids.org

Example: There appeared to be *a similarity* between the brain's processes which result in both obesity and drug addiction.

40. The 'pleasure centre' of the brain acts as a kind of *reward system* in the body.
41. When animals take exercise or feed, *chemicals are released* into the body, making them want to repeat the process.
42. On the negative side, 'pleasure centres' send out these chemicals for *less healthy/unhealthy* reasons.
43. The *calorie intake* of the junk-food eating rats was double that of those on a nutritious diet.
44. In the experiment all the rats were given a *small electric shock* to their brains' pleasure centres when they ran.
45. The results showed that rats on a healthy diet required *less brain stimulation/fewer calories* than those on a junk food diet.
46. The junk food eating rats would not accept *healthy food // a healthy/normal/nutritious diet* when they were deprived of their high calorie diet.

Test Tip

Make sure that your notes are grammatically correct when you complete them.

Section 8



Use information from Section 7 to help you write your answer.

47. You have read the article about the role the brain plays in junk food addiction. Write a letter to your local newspaper giving your response. Write about 90–120 words. In your letter you should:

- say what you think about the experiment
- give your personal opinion on why people like junk food
- suggest ways of promoting healthier eating habits

Write your answer here. Do not write outside the box.

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing.

Section 10 (1.5 minutes)

In this section you will speak on your own for about 1 minute. Listen to what your teacher/examiner asks. Your teacher/examiner will ask one of the main questions below and use the follow-up questions if necessary.

- Main prompt 1:**
- Which two subjects studied at school are most useful for your future life?
- Follow-up prompts:**
- Are there any school subjects you consider a waste of time?
 - Which subjects would you like to add to the school syllabus?
 - Some people think school is just a preparation for work. Do you agree?
 - How can teachers make their subject interesting?
- Main prompt 2:**
- How do you and your friends choose to spend your leisure time?
- Follow-up prompts:**
- What do you value most about your leisure time?
 - How important is physical exercise to you?
 - Are there times when you prefer to spend time alone?
 - How much of your free time do you spend looking at a screen?
- Main prompt 3:**
- What interesting experiences have you had during the last year?
- Follow-up prompts:**
- Is there anything about the past year which you didn't enjoy?
 - How do you try to remember experiences you've enjoyed?
 - Are there any places you've seen which you'd like to revisit?
 - What are you looking forward to doing next year?
- Main prompt 4:**
- What do you enjoy about learning English?
- Follow-up prompts:**
- How do you remember new words in English?
 - What do you think you'll learn English for in the future?
 - Which English language skill do you find most difficult?
 - Apart from lessons, what other things can help improve your English?

Section 11 (2 minutes)

In this section you will discuss something with your teacher/examiner.

Does shopping make people feel better?

What do you think?

Your teacher/examiner will use the following arguments to take an opposing view to yours.

For shopping:

- A lot of people say that if they're feeling sad, shopping cheers them up.
- It's exciting to buy new things.
- Buying something like a new set of clothes can make you feel like a new person.
- Money is for spending, not saving.

Against shopping:

- Owning more things doesn't make people happy.
- Any good feeling you get from shopping is only temporary.
- Some people can get addicted to shopping.
- Shopping only hides your real problems.

Section 12 (1.5 minutes)

In this section you will talk for up to 1 minute about two pictures of people doing jobs. Tell your teacher/examiner what you can see in the pictures.



Your teacher/examiner will now put this secondary prompt.

What do you think would be the advantages and disadvantages of doing these different jobs?

Section 13 (2 minutes)

In this section you will take part in a role play with your teacher/examiner. Here is a card with the situation and your goal.

TEST TAKER'S CARD

The situation: You are in an interview for a job to work as a tour guide for English-speaking tourists to your city or area. The examiner is the tour company's manager.

Your goal: Explain why you are interested in the job. Persuade the manager that you're suitable.

Test Tip

What would you say in real life in this situation? Relax, be natural and imagine the situation is for real.

Your teacher/examiner is the manager of a tour company and is interviewing you for the job of a tour guide in your local area. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

So, can you tell me why you've applied for this job?

How much do you know about the history of your area?

What qualities do you think you could bring to the job?

That is the end of the test.

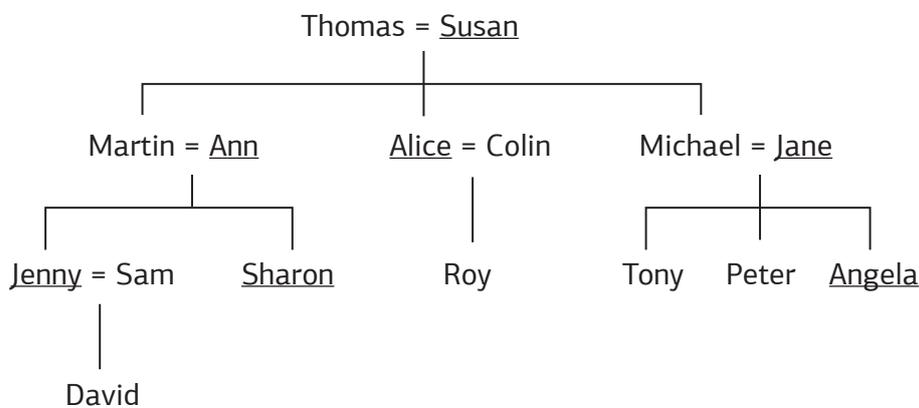
Unit Four

The themes for this unit are: communication/young people/relationships/fashion

Vocabulary and Grammar

Vocabulary 1: Family tree

Look at the family tree. The females in the family are underlined. Say what the relationships between the people are (1 to 5) or what the names of the people are (6 to 10).



Example: What relation is Roy to Thomas?grandson.....

- 1 What relation is Tony to Jenny?cousin.....
- 2 What relation is Colin to Michael?brother-in-law.....
- 3 What relation is Peter to Martin?nephew.....
- 4 What relation is Susan to David?great grandmother.....
- 5 What relation is Angela to Alice?niece.....
- 6 Who is Jane's mother-in-law?Susan.....
- 7 Who is Roy's grandfather?Thomas.....
- 8 Who is David's aunt?Sharon.....
- 9 Who is Thomas's son-in-law?Colin.....
- 10 Who is Peter's twin sister?Angela.....

Vocabulary 2: Phrasal verbs

Complete the sentences using the phrasal verbs in the box, in the correct tense, as in the example.

get away with settle down cope with tell apart get over
dream up bring up look up to go by ~~get on with~~ grow up

Example: *Sue:* I suppose I never really got on with my brother until we were in our twenties, and then we became close.

- 1 *Stephan:* My mother died when I was eight, so I was brought up by my father.
- 2 *Rajiv:* I had very imaginative parents in that they always dreamed/dreamt up new things for us to do. We were never bored.
- 3 *Monica:* I had a pet hamster as a child and it took me ages to get over it when he died.
- 4 *Helga:* I love living in a big city, despite growing up in a small village as a child.
- 5 *Rudi:* My older brother was like a hero to me. He was someone I always looked up to and respected.
- 6 *Clare:* Paulette and I are identical twins and as children we used to play tricks on people, as nobody could tell us apart.
- 7 *Max:* I was really naughty when I was a youngster and I always seemed to get away with it. I hardly ever got caught!
- 8 *Leroy:* Time is funny! My years at primary school just seemed to go by in a flash.
- 9 *Yvonne:* As a teenager I always dreamed about travelling the world. I never thought I'd get married, settle down and have kids.
- 10 *Priya:* I had three younger brothers and my dad was away working a lot, so mum had a lot to cope with.

Vocabulary 3: Word building

Complete the article by using the correct form of the words in the right-hand column, as in the example.

The English Language

The development of the English language is closely connected to the history of the British Isles. Before the Roman Conquest the inhabitants of the British Isles spoke Celtic languages. These languages are still in existence in parts of Scotland, Wales, Ireland and Brittany.

The Romans used Latin, but it was not until the occupation by the Anglo-Saxons that significant changes to the language occurred. They spoke a Germanic language that is the foundation of modern English. The next group of invaders was the Vikings, whose language was also absorbed into the mix.

Then in 1066, the French- speaking Normans invaded, bringing with them both vocabulary and new grammatical structures. In time, the various linguistic components merged into what is the 'International Language' of our early 21st century.

DEVELOP
CONQUER
INHABIT
EXIST

OCCUPY
SIGNIFY
FOUND
INVADE

SPEAK
GRAMMAR
LANGUAGE

Grammar 1: Passive

Complete the sentences about Louis Braille in the passive voice, as in the example.

Example: Many blind people use braille to read.

Braille *is used by many blind people to read*.

1 Louis Braille invented Braille in the 19th Century.

Braille *was invented in the 19th Century (by Louis Braille)*.

2 Someone gave Braille's name to this wonderful invention.

Braille's *name was given to this wonderful invention*.

3 Braille based his invention on military 'night writing'.

His invention *was based on military 'night writing'*.

4 The army used a system of raised dots to send messages.

A system *of raised dots was used (by the army) to send messages*.

5 Soldiers could 'feel' the messages at night.

The messages *could be felt (by the soldiers) at night*.

6 The teenage Braille developed the system of raised dots as a language for the blind.

The system of raised dots *was developed (by the teenage Braille) as a language for the blind*.

7 He first used it at the National Institute For Blind Children.

It *was first used at the National Institute for Blind Children*.

8 Blind people throughout the world have used Braille since the 1930's.

Braille *has been used throughout the world since the 1930's*.

9 Only a few people acknowledged Braille's brilliant work in his lifetime.

Braille's brilliant work *was acknowledged by only a few people in his lifetime*.

10 Braille published his first book in 1829.

Braille's *first book was published in 1829*.

Grammar 2: Passive quiz

Put the verbs in brackets into the passive and choose the right answers, as in the example.

Example: Portuguese (speak) *is spoken* in

A Argentina.

B Brazil.

C Uruguay.

1 Princess Diana (divorce) *was/got divorced* in

A 1981.

B 1997.

C 2000.

2 Important fashion shows (put on) *are put on* every year in

A Paris.

B Brussels.

C Amsterdam.

3 The first McDonald's restaurant (open) *was opened* in

A 1940.

B 1955.

C 1966.

4 The 2016 Olympic Games (hold) *will be held* in

A Tokyo.

B Chicago.

C Rio de Janeiro.

5 'Nike' (name) *was named* after a

A Greek goddess.

B Egyptian goddess.

C Roman goddess.

6 The 'mini-skirt' (design) *was designed* by

A Yves St Laurent.

B Mary Quant.

C Pierre Cardin.

9 Mo said, "Lou, where did you buy that black shirt?"

Mo asked *Lou where he had bought that/the black shirt*

10 Dani said, "When are we leaving?"

Dani asked *when we were leaving*

Language skills

Listening 1: Note taking

Listen to the information about the Young Person's Railcard and complete the notes on the message pad.

Young Person's Railcard - Notes

Purpose of card: *Discount travel*

Card available to: 1 *students*

2 Young people 16 to *25*

A 'full-time' student is one who studies 15 hours a week, *20 weeks a year*

Cost of card: *£26.00*

Amount of discount card gives: *1/3rd*

Times when card not valid for travel: Before 10am *Mon to Fri*

Places to buy card: 1 *(most) railway stations*

2 *online*

Also available for £65.00 *3 year card*

Listening 2: People talking

Listen to the people speaking and answer the questions.

1 What is the woman doing?

A complimenting

B congratulating

C praising

2 Who is speaking?

A a parent

B the Principal

C a teacher

3 What did the girl do at the weekend?

A relaxed

B caught a cold

C partied

4 Where are the speakers?

A in a shop

B at home

C on the bus

- 5 How would you describe the father?
- A insistent
B despairing
C angry
- 6 Which statement about the speakers is true?
- A They haven't spoken for years.
B It's been a long time since they met.
C Texting is how they communicate.
- 7 What's the speakers' relationship?
- A assistant and manager
B branch manager and assistant
C customer and line manager
- 8 What do the speakers disagree about?
- A How to discipline children.
B Why children are naughty.
C Which behaviour is acceptable.

Writing: Writing an article

Look at the notes for an article called ***“What Makes A Good Teacher?”***

Notes: Hard working / is fair / keeps up to date with new technology / helpful / well qualified / sets high standards / tries to make lessons interesting / can communicate well.

Now use these ideas and any of your own to write a short article.

Look at the title:

“What Makes a Good Student?”

Blank writing area with horizontal dotted lines for text entry.

Write a set of notes first and then write a short article.

Practice Test Four

Section 1



You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Example: How does the girl sound?

- A admiring
- B critical
- C jealous

1. The man says the press reaction to young people's activities is
 - A excessive.
 - B predictable.
 - C shocking.
2. What does the boy say about choosing which language to continue studying?
 - A French is the obvious choice for him.
 - B It's hard to choose between the two.
 - C Spanish is unlikely to be useful.
3. The woman thinks the phrase "youth culture" is
 - A too limited.
 - B non-existent.
 - C descriptive.
4. What does the woman say has happened to Mary and Pat's friendship?
 - A They've grown apart.
 - B They've lost contact.
 - C They've fallen out.
5. The woman thinks disagreements between adults and teenagers are
 - A unfortunate.
 - B occasional.
 - C understandable.

6. What is the man trying to do?
- A persuade
B reassure
C predict
7. The boy is asking for more
- A independence.
B money.
C choice.
8. The man thinks his daughter should be more
- A ambitious.
B realistic.
C determined.
9. Who is the woman probably talking to?
- A a family member
B a personal friend
C a work colleague
10. The woman thinks that talking on the phone is
- A important for communication.
B a rather expensive habit.
C probably a waste of time.

Section 2



You will hear a recording about a survey. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear.

Make sure you spell the words correctly.

11. *A government report / on young people's attitudes, / which was published yesterday, / has revealed that / the number of teenagers / who are optimistic about their future / has fallen dramatically / over the last ten years. / It appears that their biggest concern / is the impact of climate change.*

Section 3



You will hear part of a radio programme about young people and technology. First read the notes below then listen and complete the notes with information from the programme. You will hear the recording twice.

Example: The speaker thinks older people's concerns about the younger generation are natural.

- 12 People used to worry that calculators would have a negative effect on children's mathematical skills.
- 13 The speaker says technology improves thought by expanding people's abilities
- 14 Some people probably thought that the invention of the wheel would make the next generation lazy
- 15 Today, many older people say that it is better to get information from books than screens
- 16 All these fears tend to be exaggerated in the media



You will hear part of an interview about children and food. First read the notes below then listen and complete the notes with information from the interview. You will hear the recording twice.

Example: Susan Hanson is speaking as both a parent and a nutritionist.

- 17 Age of Susan's daughter: early teens
- 18 Forcing children to eat only causes negative feelings about food
- 19 Name of strategy recommended by nutritionists: division of responsibility
- 20 The interviewer mentions the increasing problem of overeating
- 21 Susan says nutritional quality is more important than how much we eat.

Section 4



Read each text and put a cross (X) by the missing word or phrase, as in the example.

Example:

Some studies have suggested that young people nowadays are better at communicating than their parents were., the evidence is not conclusive.

- A Although
- B However
- C Therefore

22.

Public Speaking Training

We can help you to overcome your nerves, engage with your audience, get your points with clarity.

- A across
- B through
- C about

23.

Lonely? Fed up with staying in and watching TV? Just moved to a new area? Why not take this opportunity to contact and meet other like-minded people of all ages and improve your life today?

- A daily
- B social
- C working

24.

When helping children with their homework, it's important to remember that it's their homework, not yours. Encourage them to be independent and think themselves.

- A of
- B for
- C about

25.

Ever wondered what some of your old school friends are doing these days? The Friends Reunited website is an easy way to get

- A on with people
- B over the problem
- C back in touch

26.

It is a common problem with a lot of written business communication: although you may know what all the words mean, when it comes to understanding the whole paragraph, it doesn't seem to

- A have meaning
- B become clear
- C make sense

Test Tip

In this section, tasks will often test your understanding of linking words and phrases. Look at the two parts of the text and think about how they are related: is one part explaining the other, contradicting it, giving a reason for it?

Section 5



Read the passage and complete the sentences below. Put a cross (X) in the box next to the correct answer, as in the example.

A friend of mine once told the story of his first lesson as a newly qualified foreign language teacher. At the end, full of enthusiasm, he asked for questions and was pleased to see a hand go up. The question, however, was not quite what he expected. “Why are we learning Spanish, sir?” asked the 12-year-old pupil, slightly aggressively.

Amusing as it may be to imagine the young teacher’s introduction to the real world, the question is worth asking, and requires an answer. In a climate where subjects compete to demonstrate their usefulness in the marketplace and demand spending on resources, how can foreign language learning justify its place in the school timetable?

Outside the English-speaking world, the value of learning English is mostly taken for granted. For English-speaking students, however, the value is less easy to describe, precisely because the use of English for international communication is so widespread. Native English speakers often express amazement at the level of language ability reached by foreigners, sometimes even assuming that they have some natural “gift” for language learning, or that English is somehow easy to learn.

Neither, of course, is true. Learning another language needs a lot of time and hard work, and for many native English speakers these attitudes are simply an excuse for not making the necessary effort. After all, why bother to learn someone else’s language when they’re so good at yours?

Perhaps another personal story will help to answer this. Returning from a school trip to France, my teenage son, who had never been very good at languages, described going into a shop and trying to buy something. His lack of ability to say what he wanted and having to resort to a mixture of simple English and sign language left him, he said, “feeling stupid”. Part of our responsibility as international citizens, in other words, is to deal with people from other countries on equal linguistic terms.

Example: In the story told by the writer's friend, how did he feel about the student's question?

- A pleased
- B disappointed
- C unsurprised

27. What does the writer think about the pupil's question?

- A It can't be answered.
- B It shows imagination.
- C It is a valid one.

28. What does the writer say about the learning of English in most countries?

- A It is rarely questioned.
- B It is easily described.
- C It is usually valuable.

29. What are native English speakers often surprised by?

- A the ease with which others learn English
- B the natural language skills of foreigners
- C the standard of English that foreigners have

30. What does the writer suggest about English speakers' views on language learning?

- A They are excusable in the circumstances.
- B They are reasonably simple to explain.
- C They are often motivated by laziness.

31. What important reason for learning another language is shown by the final story?

- A to increase self-respect
- B to buy things in shops
- C to improve intelligence

Test Tip

A good way of approaching this type of task is to try to find the answer in the text before looking at the choices. If you then find that one of the options is close to your answer, you can be more confident that it is correct. In Question 27, what does the second paragraph of the text actually say about the pupil's question?

Section 6



Read the news report below and answer the questions.

In the 1990s, Robin Dunbar, an Oxford University Professor, introduced the idea of what came to be called “Dunbar’s number”. His theory was that the maximum number of relationships (not counting casual social contacts) that anyone could have was 150, simply because the brain can’t store the information necessary to keep up more than that number.

Now Prof. Dunbar has extended his research to include social networking websites like Facebook and Bebo. He wanted to see whether online activity increased the brain’s capacity. The answer, it seems, is no. “You can have 1500 friends online,” he says, “but when you look at traffic on sites, you see people maintain the same inner circle of around 150 people that we observe in the real world.”

Example: What is Robin Dunbar’s job? University Professor.

32. What kind of relationships are excluded from Dunbar’s theory?

casual social contacts

33. What limits the number of relationships a person can have?

the brain’s capacity (to remember information)

34. What is the focus of Professor Dunbar’s latest study?

social networking websites

35. What phrase is used to describe a group of close friends?

inner circle

Section 6 Continued



Read the article below and answer the questions.

What do you want to be when you grow up? When I was about 10, I used to dream of being a train driver. More recently, kids have tended to choose more glamorous careers, like celebrity or football star. In future, the answer is likely to be “software designer”.

A new government-supported initiative, funded by a large employment agency, has started giving lessons to schoolchildren as young as eight on “what employers look for”. The goal, apparently, is to make their career ambitions more realistic.

Surely I’m not alone in thinking that this is far too early for youngsters to be thinking about their future careers? Shouldn’t they be learning basic skills like reading and writing, but at the same time being encouraged to dream?

Example: What was the writer’s ambition when he was a child? *to be a train driver.*

36. What reason is suggested for modern children’s desire to become celebrities?

It is glamorous.

37. Who is providing the money for the new careers lessons?

a large employment agency

38. What is the basic aim of the lessons?

to make children’s career ambitions more realistic

39. What is the writer’s main criticism of the new scheme?

It is too early to think about careers.

Section 7



Read the article below and complete the notes that follow. Write no more than three words from the article in each gap.

For years now, we've heard people worrying about the effects of texting (or sms messaging) on young people's language skills. The theory was that the use of abbreviations like "gr8" for "great" and "BTW" (by the way), together with non-grammatical "sentences" lacking in punctuation, would create a generation that never bothered to learn how to use "proper" written language. The trouble with the theory was that there was a distinct shortage of evidence to back it up. Now a new study by researchers at Coventry University has suggested that the use of text language not only does no harm but may actually have a beneficial impact on language performance. This backs up an earlier University of Toronto study that also found that instant messaging was helpful, not harmful, to language use.

One of the much-repeated "anti-texting" stories that appeared in the press a year or so ago was about a college student who had submitted an essay that was so full of texting features that his tutor couldn't read it. In reality, however, such cases are very rare. As Dr Beverley Plester, the main author of the report and senior lecturer at Coventry University, says: "The alarm in the media is based on selected anecdotes but actually when we look for examples of text speak in essays we don't seem to find very many."

The main point made by the study appears to be that the popularity of texting has led to a rise in communication and, to quote Dr Plester again, "the more exposure you have to the written word the more literate you become and we tend to get better at things that we do for fun."

As for those stories about text language in student essays, it appears that the majority of young people are perfectly capable of recognising situations where it would be inappropriate. As one American student said: "I don't think it's a problem as far as school papers go. I proofread my stuff."

Example: Another name for texting is *sms messaging*.

40. One feature of texting language: it doesn't use *punctuation*.
41. Idea that texting harms language skills: not supported by much *evidence*.
42. New research: effect of texting on language use could be *beneficial*.
43. Well-known story: student using texting language in *an essay*.
44. Actual examples of "text speak" in school work are *rare*.
45. Dr Plester: reading and writing more makes people *more literate*.
46. Most young people avoid using texting language when it is *inappropriate*.

Section 8



Use information from Section 7 to help you write your answer.

Test Tip

Choose information from the Section 7 text that relates to what you are asked to do. Use your own language. Do not copy large parts from the text.

47. Write a letter to your school/college magazine about the effects of texting on language skills in about 90-120 words. In your letter you should:

- say how far you agree with the new search
- say how the issue relates to your own country and language
- give your opinion about the effect of texting on language skills

Write your answer here. Do not write outside the box.

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing.

Section 9



Choose one of the topics below and write your answer in 150–200 words.

48. A) Young people

Write an article in response to this notice in a magazine.

We often hear how stressful life is for young people these days, but is it really more stressful than in the past, or are the stresses just different?

We're looking for short articles on this topic for next month's special "Under Pressure" edition.

Or

48. B) Relationships

Write an essay to answer the following question.

It is often said that modern society is making it more difficult for people to form real relationships with others. How far do you agree?

Write your answer here. Do not write outside the box.

A large rectangular box with a black border, containing horizontal dotted lines for writing.

Section 10 (1.5 minutes)

In this section you will speak on your own for about 1 minute. Listen to what your teacher/examiner asks. Your teacher/examiner will ask one of the main questions below and use the follow-up questions if necessary.

Test Tip

Remember that it's quite natural to pause very briefly for thought when you are speaking.

- Main prompt 1:**
- Tell me something about celebrations in your country.
- Follow-up prompts:**
- How do most people celebrate their birthdays?
 - What other personal events are celebrated?
 - What is the main national holiday in your country?
 - What do people do at this time?
- Main prompt 2:**
- What do you think the world will be like twenty years from now?
- Follow-up prompts:**
- In what ways might the climate be different?
 - How will people manage if there is no more oil?
 - How might technology change our lives?
 - Are you generally optimistic or pessimistic about the future? Why?
- Main prompt 3:**
- How important is sport in your life?
- Follow-up prompts:**
- Do you prefer to play or watch sports? Why?
 - What sports do/did you play at school?
 - What are the most popular sports in your country?
 - How can people who don't like sport get enough exercise?
- Main prompt 4:**
- How important do you think it is for young people to study a foreign language?
- Follow-up prompts:**
- What languages are taught in schools in your country?
 - What's the best age to begin learning a foreign language?
 - How will you use your English in future?
 - What language apart from English would you like to learn? Why?

Section 11 (2 minutes)

In this section you will discuss something with your teacher/examiner.

Are big cities the best places for people to live?

What do you think?

Your teacher/examiner will use the following arguments to take an opposing view to yours.

- For:**
- You have access to entertainment and culture.
 - Travelling around is very convenient.
 - Cities are usually where the best jobs are.
 - Cities are at the centre of events.

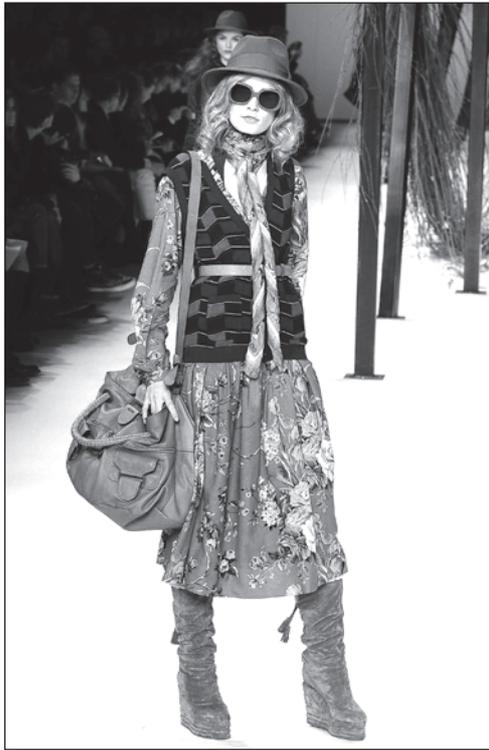
- Against:**
- Cities are often dirty and noisy.
 - Life in cities is very busy and stressful.
 - People in cities often don't have time to form real friendships.
 - Traffic pollution makes city life unhealthy.

Section 12 (1.5 minutes)

In this section, you will talk for up to 1 minute about two pictures to illustrate an article about fashion. Please tell your teacher/examiner what you can see in the pictures.

Test Tip

Remember to spend an equal amount of time discussing both pictures.



Your teacher/examiner will also put this secondary prompt.

Which of the two pictures would make the best illustration for an article about fashion? Why?

Section 13 (2 minutes)

In this section, you will take part in a role play with your teacher/examiner. Here is a card with the situation and your goal.

TEST TAKER'S CARD

The situation: You go into a clothes shop and find a jacket you like.

Your goal: Ask about alternative colours and trying on the jacket, then say what you have decided.

Test Tip

You don't need acting skills to take part in the role play. Take time to understand the situation and just be as natural as possible.

You go into a clothes shop and find a jacket you like. Your teacher/examiner is the shop assistant. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

Hello sir/madam. Can I help you?

I'm sorry, we only have it in blue.

Certainly. The changing room is over there.

It looks fine. It really suits you.

All right, that's no problem.

That is the end of the test.

Unit Five

The themes for this unit are: the arts/cinema/festivals/food and drink

Vocabulary and Grammar

Vocabulary 1: Word building

Complete the sentences by using the correct form of the words in brackets, as in the example.

Example: My favourite kinds of paintings are landscapes. (LAND)

- 1 Nowadays, some reproductions are better than the actual paintings. (PRODUCE)
- 2 The playwright, Harold Pinter, who currently has three plays on the London stage, died recently. (PLAY)
- 3 Auctioneers often spot fake paintings, because of the materials used. (AUCTION)
- 4 It's an incredibly glossy and stylish/stylised film. (STYLE)
- 5 Some subjects are too sensitive to make films about. However, things may change over time. (SENSE)
- 6 Often the key to the success of films, plays and books is good publicity. (PUBLIC)
- 7 The variety of subject matter in Picasso's painting is incredible, ranging from the everyday to the mystical. (VARIOUS)
- 8 There is far more product placement in films nowadays. Companies will pay a fortune to get their cola, cars or cameras into a particular film. (PLACE)
- 9 Advances in technology mean that the world of film is constantly undergoing changes. (GO)
- 10 The sculpture looks deceptively simple. In fact it was extremely complicated to make. (DECEIVE)

Vocabulary 2: Phrasal verbs

Put a phrasal verb from the box into each sentence in the correct form, as in the example.

identify with go through carry on queue up
get down ~~grow up~~ call back push in walk out
join in narrow down deal with get through

Example: As a child she grew up surrounded by paintings, books and music.

- 1 Some people at the concert had climbed trees to get a better view, but they were asked to get down.
- 2 You have to deal with some pretty strange people when you work at rock festivals, so you need to be cool-headed.
- 3 I think I enjoyed the film so much because I really identified with the young boy and understood what he was going through.

- 4 You're bound to be nervous before the big concert tonight, but I'm sure you'll **get through** it with no problems.
- 5 It's the first time I **have walked out** of a film, but it was so awful.
- 6 During the wedding ceremony the bridegroom almost tripped up, but everyone just **carried on** as if nothing had happened.
- 7 For the last number the band asked the audience to **join in** and so everyone just stood up and sang along.
- 8 We **queued up** outside the theatre for an hour yesterday when someone **pushed in** right in front of us and bought the last four tickets. I was furious!
- 9 The exhibition organisers had a list of twenty painters to begin with, but eventually it was **narrowed down** to just five.
- 10 The cinema was shut when I rang, but I left a message on their answerphone asking them to **call back** on my mobile number.

Vocabulary 3: Food words

Look at the sentences about current food issues and then use the words in the box to fill in the gaps, as in the example.

allergies labelling vegetarianism irradiation obesity organic
 genetically modified famine disorders functional junk food

Example: Food which has been genetically modified is a controversial issue in many countries because of the problem of contamination of native plants.

- 1 **Obesity** is on the increase in many countries because people are less active and eat less nutritional food.
- 2 Sometimes people confuse the term **junk food** with fast food. What can be faster to prepare than a healthy salad!
- 3 It is thought that global warming could increase the danger of **famine** in some parts of the world where rainfall is limited.
- 4 Concern about animal welfare is a major reason for the growth of **vegetarianism**, particularly among women.
- 5 People believe that food **allergies** are on the increase, but there is little evidence that more people are falling ill through eating.
- 6 There are moves to have more detailed **labelling** on food, but it can be very confusing and do people read it anyway?
- 7 Critics worry about the safety of food **irradiation**, even though it is highly effective at killing bacteria.
- 8 Eating **disorders** is the term used to describe health problems caused by people thinking they are overweight.
- 9 There are strict rules concerning **organic** farming and some people believe that the claims made for this type of food are overstated.
- 10 The expression **functional** foods was first used in Japan in the 1980's to describe foods promoting health beyond basic nutrition.

Grammar 1: Gerund or infinitive?

Circle the gerund or infinitive to complete the sentences, as in the example.

Example: Paul was ill so we postponed (to go/going) to the cinema until next week.

- 1 I really enjoy (to visit/visiting) large art galleries.
- 2 We considered (to organise/organising) a local arts festival but no one seemed interested.
- 3 In the 1970's you were allowed (to smoke/smoking) in the cinema.
- 4 Angie decided (to go/going) on a ten-day cultural tour of Italy.
- 5 I expected Brad Pitt (to win/winning) an Oscar, but he didn't.
- 6 She says she loves most types of music, but I know she detests (to listen/listening) to opera.
- 7 He spends all his free time (to watch/watching) DVDs.
- 8 We had to queue for ages but we managed (to get/getting) into the Tate Gallery two hours before it closed.
- 9 Do you fancy (to go/going) to see 'Mamma Mia' when we're in London?
- 10 The council denied (to close/closing) the museum on Mondays in order to save money.

Grammar 2: Gerund or infinitive? (Verbs that can take either form with different meanings)

Circle the gerund or infinitive to complete the sentences, as in the pair of examples.

Example 1: I need (to see/seeing) you urgently about the tickets.

Example 2: The paintings need (to restore/restoring).

- 1 I'm trying (to follow/following) this recipe but it is just too complicated.
- 2 It tastes a bit boring. Why not try (to add/adding) more spices to the dish?
- 3 I stopped (to buy/buying) CDs a couple of years ago and download everything now.
- 4 There was a really good busker playing the guitar in the street so I stopped (to give/giving) him some money.
- 5 I remember (to go/going) to this really good concert on my 18th birthday.
- 6 Don't worry! I remembered (to ask/asking) her to get the tickets from the box office.
- 7 The band came on at 8.30 and went on (to play/playing) until midnight.
- 8 He read some of his own poetry and then went on (to read/reading) a sonnet by Shakespeare.
- 9 I regret (to say/saying) that we have had to cancel the concert because of poor ticket sales.
- 10 You might regret (to eat/eating) that fried chicken. It doesn't look properly cooked.

Grammar 3: Used to

If you can use the word 'would' instead of 'used to', put a tick at the end of the sentence, as in the example.

Example: When I was a child we used to go to the cinema twice or three times a week. ...✓

- 1 Mozart used to live in that house.
- 2 Until 1929, all films used to be silent.
- 3 We used to visit museums or art galleries when I was at school. ...✓

- 4 Big bands playing dance music used to be very popular in the 1940's.
- 5 Leonardo da Vinci used to make dozens of sketches before he started a painting. ✓....
- 6 He used to play the piano for visitors whenever his mother asked him. ✓....
- 7 That building used to be a cinema in the 1960's.
- 8 They used to organise small folk and jazz concerts on their farm every summer. ✓....
- 9 He used to be lead guitarist in a blues band.
- 10 She used to paint at weekends but just for relaxation. ✓....

Grammar 4: Used to/be used to/get used to

Circle the correct option in each sentence, as in the example.

Example: When I was young I (used to/was used to) play the guitar.

- 1 That building (used to/was used to) be a cinema.
- 2 I (didn't use to/wasn't used to) going to the opera until I moved to Milan.
- 3 When you watched 3D films in the old days, it was difficult for people to (be used to/get used to) the red and green paper glasses.
- 4 I (used to/am used to) singing solo in the choir now but I found it challenging at first.
- 5 She never (used to/was used to) go to rock festivals until she met me.
- 6 I (used to/have been used to) cooking with oil.
- 7 When I was at school, we (were used to/used to) do pottery.
- 8 (Did you use to/Are you used to) play the piano?
- 9 He (didn't use to/isn't used to) eating dinner so early.
- 10 (Didn't you use to/Weren't you used to) paint landscapes?

Language skills

Listening: Detailed comprehension

Listen to the radio broadcast reviewing new CDs and read the questions. Put a cross (X) in the box next to the correct answer, as in the example.

Example: How often is the programme 'Global Sounds' on?

- A every month
 B every 3 months
 C every 4 months

1 Who is Dave Pilot?

- A an entertainer
 B a reviewer
 C a musician

2 When Dave heard Forest Fire he was

- A disappointed.
 B uncertain.
 C delighted.

- 3 What do we learn about the band Heat?
- A Some musicians have been replaced.
 - B The band plays a specific kind of music.
 - C Their music is restful and relaxing.
- 4 Dave says Jana
- A might become very popular one day.
 - B is only famous in her own country.
 - C should not write her own songs.
- 5 The third album is recommended for
- A lovers of Louisiana music.
 - B newcomers to Louisiana music.
 - C people who usually dislike Louisiana music.

Writing: Formal and informal style

Read the following informal letter from Rita, who lives near Benmouth, to her teacher friend, Peter.

Dear Pete

Thanks a lot for your letter. I got it yesterday. You asked about bringing a group of your schoolkids here for a weekend, and you wanted some information about places to stay, things to do and see, and so on.

I'll do my best to help. To start with, I should point out that Benmouth is quite a small town, but I think you'll find it's got enough fun things to do for a weekend visit. There are two clubs, the theatre and of course the cinema. During the day, you could try a visit to the museum, which would give you some local background, and St. Mark's church is fantastic, especially if you're into architecture. Less educational, but perhaps more fun, is boating on the river.

As for accommodation, you could try the Britannia Hotel in High St. – it's supposed to be pretty good, with reasonable prices.

I hope this is what you wanted, and that you and your students have a great time here. If you need anything else, please let me know.

All the best,

Rita

Rewrite the letter as a formal reply from Rita Jones, Tourist Information Officer for Benmouth, to an enquiry from Peter Johnson, a teacher. Use these words and phrases to replace informal words and phrases.

for those interested in	enquired	very impressive
Firstly,	enjoy your stay	any further information
I would suggest	entertaining	Regarding the matter of
accommodation	discover	relevant to your needs
, which I received	contact me again	Yours sincerely,
provide	Thank you very much	sufficient entertainment facilities
, which has an excellent reputation	Mrs. R. Jones	require
pupils	concerning	might consider

● Speaking and listening: Discussion

How would you argue against these opinions about food? Use the underlined words to help you and add other ideas.

Example: What's the point of boys learning how to cook at school?

(best chefs are men/good skill for everyone/equality in the home)

"Well, many of the best chefs in the world are men, aren't they? And I think it's a good skill for everyone to have, as well as being an enjoyable thing to do. Also, it means that men and women can share the cooking at home, which is much fairer, after all!"

- 1 (irresponsible parents/unhealthy/bad habits/obesity)
- 2 (expensive/small choice/not always available)
- 3 (better to grow vegetables than meat/packaging and litter)
- 4 (people too busy/city dwellers can't/young people not interested)
- 5 (makes you sleepy/most people at work/more relaxed at night)
- 6 (enjoyable/meet friends/try different food/no clearing up)

Practice Test Five

Section 1



You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Example: Who are the speakers?

- A customer and librarian
- B customer and shop assistant
- C teacher and student

1. Where is the speaker?
 - A at a concert
 - B in a disco
 - C in a music lesson

2. What's the woman doing?
 - A warning
 - B persuading
 - C complaining

3. Why doesn't Rob want to go to the opera?
 - A He has already seen it.
 - B He won't understand it.
 - C He's feeling too unwell.

4. What does the woman think about the painting?
 - A It lacks passion.
 - B It's amateurish.
 - C It's quite cheap.

5. Who is speaking?
 - A a public announcer
 - B a radio broadcaster
 - C a festival performer

6. What aspect of the arts are the people talking about?
- A its value
 - B the quality
 - C the funding
7. What do the people disagree about?
- A the level of violence in the film
 - B the way the film is directed
 - C the quality of the acting
8. What does the speaker dislike about poetry readings?
- A the places where they happen
 - B the artificiality of the poems
 - C the way the readers speak
9. What does the man agree to?
- A a refund
 - B an exchange
 - C a discount
10. When does the Picture House alter its programme?
- A Saturday
 - B Tuesday
 - C Wednesday

Test Tip

Remember that when you listen to conversations you need to know who (are the people?), where (are they?), why (are they talking?), what (are they talking about?), how (are they feeling?).

Section 2



You will hear a recording about a theatre. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear.

Make sure you spell the words correctly.

Test Tip

If you miss a word, don't worry. Try to keep up. You can go back and guess the missing word from the context before you move on to the next section.

11. *The Tower Theatre, / which burned down in 2000, / is to reopen this August. /*

Its award-winning architect / has designed a building / which is light, airy and welcoming. /

The stylish exterior / is mostly glass, wood and polished steel. / Inside, the theatre has /

a glamorous black and electric pink theme, / which extends throughout.

Section 3



You will hear a woman talking about the WOMADelaide music and dance festival in Australia. First read the notes below then listen and complete the notes with information from the recording. You will hear the recording twice.

Example: This year's WOMADelaide festival will take place over *4 days*.

- 12 The festival has six *outdoor stages* featuring a huge range of musicians.
- 13 It also presents KidZone, *visual arts* and street theatre programmes.
- 14 Arts, crafts and international cuisine can be found in *the global village*.
- 15 The surroundings of the Botanical Gardens are *magical and relaxing*.
- 16 The WOMADelaide Foundation Ltd is a *non-profit* organisation.



You will hear an interview about The IMAX 3D cinema. First read the notes below then listen and complete the notes with information from the conversation. You will hear the recording twice.

Example: The name IMAX comes from the two words *image Maximum*.

- 17 When experiencing a film at IMAX, it is as if you are *actually there/in it*.
- 18 The much larger surface area of IMAX films allows *more information* to be projected.
- 19 The screen is *ten/10 times larger* than in normal cinemas.
- 20 There are two speakers behind the audience and four *behind the screen*.
- 21 Properly made 3D glasses do not *hurt your eyes*.

Test Tip

Most of the information you are listening for will have 'cues' (things which help you to know what is coming next) before them. Listen out for the cues. Quite often the cue is a synonym of the words in the note. They may sometimes be the same words but this is rare.

Examples:

In Question 12, the cue is the same word as in the listening text.

In Question 15, the cues are the same words plus a word that means "found".

In Question 20, the cue is the same word as in the listening text.

Section 4



Read each text and put a cross (X) by the missing word or phrase, as in the example.

Example:

Sale (Set of 3 CDs)

Popular classical music by Beethoven, Mozart, Schubert and Strauss.
Cornwallis Youth Orchestra, by Tom Pierce.

- A directed
- B composed
- C conducted

22.

TIVOLI CINEMA

ALL THIS WEEK. Mel Brooks' classic comedy horror,

‘Young Frankenstein’

..... 4.00 6.30 8.45

- A Productions
- B Performances
- C Acts

23.

Holidays In Brazil

Why not go during Carnival time?

Watch the fantastic parades!

See the incredible people wear!

Learn to dance the samba!

All you have to do is come!

- A costumes
- B wardrobes
- C uniforms

24.

New edition of the complete works of Sherlock Holmes now in store.
Timeless mysteries. Start reading this book and you won't be able to
When you've finished one, you'll have to start another!

- A pick it up
- B let it go
- C put it down

25.

It will soon be St Valentine's Day, February 14th. The idea for sending cards to your beloved comes from in the nineteenth century in Britain.
It then spread to the U.S.

- A a fashion
- B a celebration
- C an occasion

26.

Festival of Asian Films (21 June – 2 July)

A mix of Indian, Japanese, Chinese and Korean films. None of the films dubbed. All in the original with English

- A language
- B screenplay
- C subtitles

Test Tip

These are texts you will see in everyday life. Ask yourself what the missing word or phrase would be in your own language.

Section 5



Read the passage and answer the questions below. Put a cross (X) in the box next to the correct answer, as in the example.

The Mystery of Robert Johnson (1911-1938)

Robert Johnson – not a famous name to most, yet without him the history of popular music may have been completely different. We can argue that without Johnson, an African-American blues singer, there would be no modern blues, rock n’ roll, rock or even rap. He was only 27 when he died. Looking back on his life today, you cannot be certain what is fact and what is fiction.

Little is known about him apart from the legacy of his recordings. He recorded 29 songs in 2 periods of recording over 3 days in 1936 and 2 days in 1937. Some of the songs were recorded in slightly different ways during the sessions.

Even today, despite being recorded on primitive equipment, thereby influencing the quality of the sound, we hear the mix of expressive singing, excellent guitar playing skills and song-writing ability that amazed his contemporaries.

The root of what became known as the legend of Robert Johnson is that nobody knew much about him or where he developed his artistry. Indeed, there are only two confirmed pictures of him. The core of the legend was that he was seemingly an ordinary travelling blues singer/guitarist, (not uncommon in the South in the 1920s/1930s), who virtually overnight became a virtuoso musician. A caterpillar became a butterfly.

The story of the time was that Johnson had ‘sold his soul to the Devil’. His reward for this ‘transaction’ was the swift turnaround in his musical skills. According to legend this was done at a crossroads in Clarksdale, Mississippi, but not witnessed. This idea of selling your soul to the Devil for reward on Earth is a feature of both African culture and European literary tradition.

Another key factor that adds to the mystery of Robert Johnson, is that he may have been poisoned. By whom and why, are mysteries, as nobody was ever charged with his murder, although there are various theories. Also, nobody is sure where Johnson is buried and he has three different memorials marked in graveyards around the town of Greenwood, where he died.

www.robertjohnsonbluesfoundation.org

Example: Who was Robert Johnson?

- A a well-known blues musician
- B a man who changed music history
- C a fictional musical character

27. How many sessions did he record his songs in?

- A 2
- B 5
- C 29

28. What might prevent people appreciating Johnson's work nowadays?

- A poor recording
- B his musicianship
- C its outdated nature

29. Why does the writer compare Johnson to a caterpillar and butterfly?

- A to describe the variety in his music
- B to show how his music suddenly changed
- C to illustrate his legendary status

30. Why did people think Johnson had sold his soul?

- A because it was a traditional European belief
- B because he wasn't seen for a number of years
- C because there seemed no other explanation

31. What do we actually know about the death of Robert Johnson?

- A He was killed by an unknown person.
- B He was buried in three different places.
- C It contributed to the mystery which surrounds him.

Test Tip

Remember that some answers might be quite tempting, because they have the same word or phrase as in the text. Always check these options very carefully. For example, option 2 of Question 31 mentions "three different places" but what does the text actually say?

Section 6



Read the article below and answer the questions.

Tomato Festival

- THE TOMATO FESTIVAL is an annual festival held in Bunol, near Valencia in Spain. Unusually
- for festivals, there are no religious connections. The festival, which started nearly seventy
- years ago, is basically a food fight. On the last Wednesday of August, the 9,000 inhabitants
- are joined by over 30,000 visitors and, after a breakfast of chorizo, a Spanish sausage, and
- wine, the festivities begin.
- At 11 a.m., truckloads of poor quality tomatoes are brought into the town centre and a
- cannon is fired. People then throw the tomatoes at each other following the two rules that
- the tomatoes must be squashed and nothing else must be thrown.
- After about two hours another cannon is fired, the fight is over and everyone helps clean
- up the town.

www.spanishfiestas.com

Example: How often does the festival take place?

every year

32. When was the first festival held?

nearly/about 70 years ago

33. What do the people eat before the fight?

chorizo/Spanish sausage

34. What is the sign for the fight to start?

a cannon is fired

35. How do the people work together?

They clean up together.

Section 6 Continued



Read the article below and answer the questions.

The Worst Movie Ever Made!

According to film critic Michael Medved this dubious honour goes to Ed Woods' 1959 science fiction film, 'Plan 9 from Outer Space'.

Wood had great respect for the Hungarian stage and later film actor, Bela Lugosi, who had played Dracula in the 1930s. Shortly before Lugosi's death, Wood shot some silent footage of the actor for a possible future project.

However, the bits of film, shown repeatedly, ended up in 'Plan 9' with Lugosi's character played by Woods' wife's doctor. The stand-in's face was covered in his scenes and he was also taller than Lugosi and bald.

Nowadays the film is shown just for fun and one scene in particular is famous, as day changes to night and back many times!

Example: What type of movie was 'Plan 9 from Outer Space'?

..science fiction...

36. What kind of actor was Lugosi before his film career?

..stage

37. Why didn't Wood and Lugosi continue with their film?

Lugosi died

38. How was the substitute disguised?

his face was covered

39. How do we know the film isn't treated seriously?

shown for fun

Section 7



Read the article below and complete the notes that follow. Write no more than three words from the article in each gap.

CAVE PAINTINGS

Cave paintings are clearly important in art history, but we still know little about them. The first cave paintings were discovered in France in 1860 but it wasn't until the twentieth century that historians recognised the artistic value of these long-hidden images.

It is now known that the earliest European examples are approximately 32,000 years old, but it is hard to give precise dates because of disagreements within the scientific community about the accuracy of carbon dating.

What is not in dispute, though, is the fragile nature of the paintings and the need to keep them in a controlled atmosphere. An example of how delicate they are is what happened to some cave paintings discovered during World War 1. It took only six months for them to vanish once they were exposed to the air.

The paintings, usually found on the walls and ceilings of caves, were done for unknown reasons. It was originally thought that the paintings were merely decorations for the homes of prehistoric people, but we now know that people in those times almost certainly lived in huts rather than caves. Archaeologists have found no clear evidence of habitation in caves that contain paintings.

Some experts think that the paintings were a means of communication or that they had a religious function. Most of the pictures are of large animals such as horses, bison and deer, which has led to the theory that the paintings represent a kind of hunting magic to help increase the number of animals in the area.

As well as animals, there are often pictures of human hands. It is believed that hands were drawn around as an outline, an exercise that is used in painting classes to this day.

The paint used in cave painting came mainly from local minerals and was predominantly red and yellow, though charcoal from burnt wood was another source for prehistoric artists.

There are about 350 main caves with paintings in Europe but they have been found all over the world. However, the paintings in Asian, African and American caves were executed more recently, being typically between 4,000 and 10,000 years old.

www.artline.com

Example: Cave paintings hold an important position in art history.

40. Cave paintings were not officially regarded as art until the early twentieth century.
41. Scientists are not always united in their views about carbon dating.
42. Some paintings disappeared when open to the air.
43. It was first believed that cave paintings were just decorative/decorations.
44. The theory that people lived in these caves is not supported by clear evidence.
45. Drawings of human hands provide a link with present-day art lessons.
46. Examples found in caves outside Europe were painted more recently.

Section 8



Use the information in Section 7 to help you write your answer.

47. You have read the article.

Write a letter to your local museum suggesting that they include a display about cave painting. Write about 90-120 words. In your letter you should:

- say why the display would be interesting
- suggest what could be shown, e.g. maps, etc.
- explain what people would learn from the exhibition

Write your letter here. Do not write outside the box.

A large rectangular box with a thin black border, containing horizontal dotted lines for writing.

Section 9



Choose one of the topics below and write your answer in 150-200 words.

48. A) Films

Write an essay on the following topic.

What's the most enjoyable film you've seen and why?

Or

48. B) Festivals

FESTIVALS AROUND THE WORLD

We are looking for articles about festivals around the world. Write an article about a festival in your country describing what it's about and what people do.

Best articles printed next month!

Write your article here. Do not write outside the box.

A large rectangular box with a black border, containing horizontal dotted lines for writing an article.

Section 10 (1.5 minutes)

In this section you will speak on your own for about 1 minute. Listen to what your teacher/examiner asks. Your teacher/examiner will ask one of the main questions below and use the follow-up questions if necessary.

Main prompt 1: • Tell me about the kinds of transport you use in your everyday life.

Follow-up prompts:

- What's your favourite method of transport?
- How do you pass the time on long journeys?
- How can more people be persuaded to use their bikes?
- What's the traffic like in the area where you live?

Main prompt 2: • Which kinds of TV programmes do you like and dislike?

Follow-up prompts:

- How much TV do you tend to watch?
- Is it a bad idea for children to have a TV in their bedrooms?
- What would you like to see more of on TV?
- Do you prefer to get your news from TV, newspapers or the Internet? Why?

Main prompt 3: • Tell me about the kind of exercise you enjoy and when you do it.

Follow-up prompts:

- Which sport do you think is best for keeping fit?
- How much exercise do you think people should take?
- Do you prefer exercising indoors or outside?
- What are the sports facilities in your area like?

Main prompt 4: • How interested are you in shopping and what are your shopping habits?

Follow-up prompts:

- Do you prefer using small local shops or supermarkets?
- Do you think most shopping will be done online in the future?
- What is your nearest shopping centre like?
- What's more important to you, quality or price?

Section 11 (2 minutes)

In this section you will discuss something with your teacher/examiner.

Is it important to keep up with the news?

What do you think?

Your teacher/examiner will use the following arguments to take an opposing view to yours.

For:

- You need to know what's happening in the world.
- You can't just live in your own little world.
- It's hard to take part in conversations without knowing what's happening.
- It's part of being an educated, informed citizen.

Against:

- The news is usually depressing.
- There are long periods when nothing really important happens.
- Many people are too busy with their own lives to worry about the news.
- Most of what's in the news isn't very interesting.

Section 12 (1.5 minutes)

In this section, you will talk for up to 1 minute about two pictures showing different places where people choose to buy food. Tell your teacher/examiner what you can see in the pictures.



Your teacher/examiner will also put this secondary prompt.

Which of the two places would you prefer to go shopping in? Why?

Section 13 (2 minutes)

In this section, you will take part in a role play with your teacher/examiner. Here is a card with the situation and your goal.

TEST TAKER'S CARD

The situation: You are in a restaurant. You've been waiting a long time for your meal.

You're going to the cinema in 30 minutes.

Your goal: Explain the problem. Ask the waiter to deal with it.

You are in a restaurant. You have been waiting a long time for your meal. You are going to the cinema in 30 minutes. Your teacher/examiner is the waiter. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

Yes, sir/madam? Can I help?

Well, we are very busy.

What was your order, again? I'll see what I can do.

Test Tip

Being rude is rarely helpful in everyday life. That's true in the role play too. You need to be as firm as you can.

That is the end of the test.

Writing guide

Introduction

Writing tasks in the Pearson Test of English General

In the Pearson Test of English General test, there are two sections which assess your writing skills.

Section 8

In this section you are asked to write a piece of correspondence. This may take the form of a letter, an email or another form of electronic communication such as a contribution to a web page.

What you have to write will always be a response to the text you have read in Section 7. For example, you may be asked to respond to a newspaper story by writing a letter to the newspaper. You will need to refer to the text in the previous section, usually by summarising the main idea and/or commenting on it. In either case, you should use your own words as far as possible, not simply copy parts of the original text. You will probably also need to say how the ideas in the text relate to your own opinions or experience. Exactly what you need to include is indicated by three bullet-point instructions. The word limit in this section is 90–120 words.

Section 9

This section is a free writing task in which you will need to express your point of view, explain the advantages and disadvantages of something or develop an argument. What you are asked to write can take various forms. It may be something factual (for example a leaflet or article) or critical (for example an essay, review or report). There will be a choice of two tasks. The topics will be related to two of the themes of the test, so there may be ideas in other sections, but again you should use your own words. The word limit is 150–200 words.

General advice

There are specific tips in the relevant test sections of this book. Below are some more general pieces of advice relating to writing in general and in the Pearson Test of English General test.

- Always be aware of the reader, the person or people that you are writing for. This will have an effect not only on the content (what you write), but also on the style (how you write). Generally speaking, an informal style (similar to what you would use when speaking) is best for letters and emails to friends, and for light-hearted articles, while a semi-formal or neutral style is better for more serious articles or essays. It is very unlikely that you will have to write something in a very formal style.
- Don't show the examiner what you don't know. If you are not sure how to say something in English, either say it in a different way or say something else.
- Don't pre-learn large sections and long phrases, for example introductions, and try to fit them into your writing, whatever the topic. Firstly, it often looks unnatural and is usually easy for the examiner to notice. Secondly, it is often a waste of words. If you use a lot of words on "decoration", you might find you have no room left to say anything useful.
- Make a short plan of what you want to write. In this way, your writing will be clearer and better organised. Paragraphing makes the organisation of your writing clear. The text should be divided into three parts: an introduction, the body of the text and a conclusion. Linking words and phrases will also help to do this, but if the writing is well organised, it does not need very many. It is probably enough to have two or three basic words or phrases for various purposes, for example *and*, *also* and *in addition* for adding extra information or *but*, *whereas* and *however* for showing contrast. The most important thing is that you understand how to use them.
- When you have finished writing, check what you have written for mistakes, especially "silly" mistakes – the ones you make under pressure that you would get right if you thought about it. Try to be aware of the kinds of mistake you tend to make frequently.
- Your writing will be marked for how well it performs the task as well as for the language, so make sure you cover all the points required by the question and bullet points.

Letters to magazines or newspapers

Model answer

You have read a review of a film in a magazine and you do not agree with what it says. Write a letter to the magazine explaining your opinion of the review. Write about 90–120 words.

In “real life”, there are rules or conventions about how to address the person you are writing to, but in the PTE G tests only the main body of what you write is assessed.

Use this word to introduce the first of two or more points you want to make (in this letter there are only two).

This is a useful word for contrasting two things in the same sentence. The simple conjunction *but* would also work well. Often, simple connectors like *but*, *and* or *so* are all you need, as long as you don’t overuse them and make your writing too repetitive.

This phrase, along with the slightly more formal *in summary*, should only be used to summarise what you have already stated or suggested. Don’t make the mistake of using it to add one last point.

→ Dear Sir/Madam,

I am writing to complain about your review of the film *Happy Ever After*. I believe it gave the wrong impression and I’d like to give readers an alternative opinion.

→ Firstly, there were several errors in the review. For example, it said the main character was a teenager,

→ whereas she was actually in her twenties. More importantly, however, the review suggested that this was a silly film that only very young people would like. In fact, my friends and I, who are in our late teens, really enjoyed it.

→ To sum up, I would tell your readers not to be put off by your review. This is an entertaining film – watch it and decide for yourself.

Yours faithfully,

[117 words]

Start by giving your reason for writing. This first sentence is a very useful way of beginning most formal or neutral letters because you can simply replace the verb *complain* with another one that explains what you want to do, for example *enquire/ask (about)*, *tell/inform/explain* or *give my opinion*.

This phrase shows that you are moving on to your main point. It is often more effective to make your less important points first and keep the main point till last.

As with opening salutations, there are rules about “signing off”, but these are not assessed in the PTE G test.

Practice

1 You read an article in a magazine about the town where you live. You think the article contains both wrong information and unfair opinions. Write a letter to the magazine to complain about the article and suggest corrections. Write about 90–120 words.

2 You read an article in a newspaper that suggests young people nowadays are lazy and impolite. Write a letter in response, either agreeing or disagreeing and giving examples to support your opinion. Write about 90–120 words.

Emails and other forms of electronic communication

Model answer

You read a posting on a website arguing that pet dogs are a nuisance and a danger to the public and should be banned. The website asks readers to contribute their opinion. Write your contribution in about 90–120 words.

At the beginning of any kind of correspondence, always ask yourself what the reader needs to know, for example who you are, why you are writing or what you are writing about. In this context, all of these things are already clear so you can get straight to the point.

After conceding a point, state your own argument, linking it to the previous statement with words like *though* or *however* (if it is a new sentence) or *but* (if it is in the same sentence).

This is called a rhetorical question. It is asked to make a point rather than find out information, so it doesn't expect an answer. Questions like this are typical in spoken arguments and they can also be used in written contexts like this because the style here is quite informal.

I disagree with nearly everything that Paul Drake says. Of course, some dogs can be a public nuisance, but nearly always this is the fault of the owner, not the dog. Of course, some dog owners do behave irresponsibly and fail to control their pets in public, and some dogs can be dangerous if they aren't properly trained. The solution, though, is not to ban dog ownership altogether.

A ban on dog ownership would be hard to enforce and would have the effect of driving the problem underground. And what would we do with all the dogs that we already have? It would be far better to strengthen the laws we already have to make owners take their responsibilities more seriously.

[125 words]

When arguing a point, it is an effective strategy to concede (partially accept) a point from the opposite argument before making your own point. Useful words/phrases for introducing this kind of concession include *Admittedly*, *Obviously* and, as here, *Of course*.

In this kind of correspondence, there is no need to introduce your opinion with phrases like *In my opinion* or *From my point of view*. It is understood that the whole point of what you are writing is to give your opinion, so using phrases like this is simply a waste of words.

This is slightly longer than the maximum, but the instructions ask you to write about 90–120 words. If your answer is 10 or even 20 words too long, there will not be any penalty. Get an idea of what 120 words looks like in your handwriting and if your answer in the exam looks about right, don't waste time counting the words.

Practice

- 1 You read a news story about the government giving money to support a museum of modern art. Write an email to the newspaper's website giving your opinion on whether or not this is a good use of public money. Write about 90–120 words.
- 2 You read an article on a website saying that reading a book is always better than watching a film of the same story. The website asks readers to add their opinion and give examples. Write your contribution in about 90–120 words.

Essays

Model answer

You have been asked to write an essay in answer to the following question.

What are the advantages and disadvantages of learning English in your own country?

Write 150–200 words.

Don't waste words by repeating the question. Give your main point first.

→ *The main advantage is that it is cheap to do because you can live at home and continue to study at school or go to work. Another point in favour is that you won't miss your family or friends. Also, you will be able to eat the food you like and feel comfortable in your normal surroundings.*

Back up your idea with an additional point (or two), using simple linking words or phrases rather than more formal ones like *Moreover*.

This phrase introduces the contrast with the first paragraph. It is especially useful when discussing advantages and disadvantages and it is not necessary to have used *On the one hand* for the previous point.

→ *On the other hand, if you go to America or Britain to study English, it can be very expensive, depending on how far you must travel and how long you stay. However, in addition to the language, you will also learn about the culture and have to use English in everyday situations. You will have daily contacts with native speakers who may have strong accents, whereas at home you might not have many chances to practise your English outside the classroom.*

This shows you are changing from a negative point back to a positive one.

Nowadays with the Internet, you can communicate in English easily from your own country. In my opinion, however, if you want first-hand experience of using English naturally, it is better to study English in an English-speaking country.

This word is useful for contrasting two statements in the same sentence.

[171 words]

Write a concluding paragraph that answers the question and gives your own opinion.

Practice

Write an essay in answer to the following questions.

- 1 Do you think all students should have to stay on at school until they are 18? (Why/Why not?)
- 2 How does the Internet impact on your life?

Articles

Model answer

You see this advertisement in an English language magazine and decide to write an article to enter the competition.

*** Summer Competition ***

Write an article about healthy eating.

We'll publish the best 5.

Great prizes!!!!

Articles usually have a title or a heading to grab the reader's attention. Including one will make your article look more realistic.

→ **Don't forget your fruit and veg!**

Someone once said, 'You are what you eat.'

I think this is true to some extent. Unfortunately, nowadays, many young people eat food which is not good for them, even though the taste may be delicious. We all love burgers and fries but, like most things, if we eat too much, it's not good for our health. The key is balance. According to experts, we should eat at least 5 portions of fruit and vegetables a day to help us stay healthy. They contain lots of minerals and vitamins and can help us lower the risk of getting some types of diseases and other health problems. They're also quite low in calories and there is so much variety to choose from. You might not like apples, so have a banana instead! Simple! You can still enjoy your burger, but maybe once a week rather than every day.

The first sentence is important as you have to keep the reader's attention. You can do this in different ways such as asking the reader a direct question or giving an interesting quotation.

We can see clearly who the article is for. The writer is putting himself or herself in the same position as the readers.

The style of writing here is quite informal or even quite conversational. This is common in articles, which often address the reader personally, but it depends on the subject and where the article will be printed.

My top tips:

- *Remember the 5-a-day rule.*
- *Try to cut down on unhealthy foods.*
- *Have 3 good meals a day.*
- *You can snack, but snack on fruit rather than on chocolate.*
- *Do more exercise to burn off calories.*
- *Enjoy your food!*

This shows that the purpose of the article is to persuade as well as inform the readers (which follows from the title). It is important to decide what the aim of your article is – is it to explain, to describe, to inform?

Unlike other pieces of writing, articles often contain headings, sub-headings, lists or bullet points.

[200 words]

Practice

- 1 You see this advertisement in an English language magazine and decide to write an article and enter the competition.

Win a weekend break

Tell us about a city you have always wanted to visit, and why.
If you win the competition, you may get the chance
for your dream to come true.

Good luck!

- 2 You see this notice in your college magazine and decide to write an article.

'How to have fun without spending too much money'

We want to print articles for next term's magazine
to help new students coming to the college.

Tell us about your experiences so we can pass them on to
others.

Glossary

Unit One

- album** (n) a group of songs or pieces of music on a CD, tape, etc.
- alien** (adj) relating to creatures from another world
- appeal** (n) a quality that makes people like something or somebody
- award** (n) something such as a prize or money given to someone to reward them for something they have done
- basics** (n pl) things that everyone needs in order to live or to deal with a particular situation
- be bound to** (phr v) to be very likely to do or feel something
- be up to** (phr v) to have sufficient strength, intelligence, etc. to do something
- book** (v) to reserve a seat at a theatre, a room in a hotel, etc.
- branch** (n) a local business, shop, etc. that is part of a larger organisation
- breed** (n) a type of animal that is kept as a pet or on a farm
- breed** (v) to mate to produce babies; to keep animals in order to produce babies
- bring about** (phr v) to make something happen
- bumble bee** (n) a large, hairy bee
- circle** (n) the upper floor of a theatre or cinema that has seats arranged in curved rows
- climate change** (n) a permanent change in weather conditions
- conductor** (n) someone who stands in front of a group of musicians or singers, and directs their playing or singing
- convenience food** (n) food that is partly or completely prepared already and that is sold frozen or in cans, packages, etc.
- creepy crawlies** (n pl) insects, especially ones that you are frightened of
- cut down** (phr v) to eat, drink or use less of something
- decline** (n) a decrease in the quantity, quality or importance of something
- disc jockey** (n) someone whose job is to play music on the radio or in a club
- do harm** (v phr) to cause damage, injury or trouble to something by one's actions
- do the trick** (v phr) to solve a problem or provide what is needed to get a good result
- domesticated** (adj) domesticated animals are able to work for people or live with them as pets
- download** (v) to move information or programs from a computer network to a small computer
- ecosystem** (n) all the plants and animals in a particular area, and the way they are related to each other and to their environment
- emissions** (n pl) a gas or other substance that is sent into the atmosphere
- endangered** (adj) in danger of being hurt or destroyed, that may soon not exist
- equipment** (n) the tools, machines, etc. that you need to do a particular job or activity
- extinction** (n) when a particular type of animal or plant stops existing

- fancy** (v) to like or want something, or want to do something
- feature** (n) the main film in a cinema programme; a special article in a newspaper
- feature** (v) to include a special person or thing as a special feature
- fiction** (n) books and stories about imaginary people and events
- file sharing** (n) the act of sharing computer files, such as music files, with other people using the Internet
- gaming** (n) the activity of playing computer or video games
- get into** (phr v) to begin to be involved in something or enjoy doing something
- go backwards** (phr v) to move towards a worse state
- go too far** (v phr) to do something too extreme
- gossip** (v) to talk about other people's private lives or behaviour, often including remarks that are unkind or untrue
- graduate** (v) to obtain a degree, especially a first degree, from a college or university
- granary** (adj) (of bread) which contains whole grains of wheat
- habitat** (n) the natural home of a plant or animal
- hand in** (phr v) to give something to someone in authority
- hardware** (n) computer machinery and equipment, as opposed to the programs that make computers work
- have fun** (v phr) to enjoy oneself, to have a good time
- hit with** (phr v) to punish someone by doing something that will cause problems for them
- horizon** (n) the limit of your ideas, knowledge and ambition
- impact** (n) the effect or influence that an event, situation, etc. has on someone or something
- import** (v) to move information from one computer to another
- interval** (n) a short period of time between the parts of a play, a concert, etc.
- keeper** (n) someone who looks after animals, especially in a zoo
- kill off** (phr v) to stop or remove something completely
- long-awaited** (adj) an event, moment, etc. that you have been waiting a long time for
- look** (n) a particular style in clothes, hair, furniture, etc.
- look down on** (phr v) to think that you are better than someone else, for example because you are more successful or of a higher social class than they are
- mainstream** (adj) accepted by or involving most people in a society
- native to** (adj) growing, living, produced, etc. in one particular place
- non-fiction** (adj) books and stories about real facts and events, not imaginary ones
- old fashioned** (adj) not considered to be modern or fashionable any more; more usual in the past than now
- packed with** (adj) containing a lot of a particular type of thing
- paw** (n) an animal's foot that has nails or claws
- performance** (n) the act of performing a play, concert or some other form of entertainment
- pollute** (v) to make air, soil, water, etc. dangerously dirty and not suitable for people to use
- postage** (n) the money charged for sending a letter, package, etc. by post
- questionable** (adj) not likely to be true or correct, good or honest

quotation (n) a sentence or phrase from a book, speech, etc. which you repeat in a speech or piece of writing because it is interesting or amusing

record label (n) the name of a company that produces and sells CDs, records, etc.

recycle (v) to put used objects or materials through a special process so that they can be used again

redundancy (n) the situation when someone has to leave their job because there is no more work available for them

release (n) a new CD, video, film, etc. that is available to buy or see

scary (adj) frightening

setting (n) the place where something is or something happens and the general environment

shelf space (n) space in a shop to display goods

soft option (n) the choice that someone will make because it is easier or needs the least effort, which someone will make because they are lazy

software (n) the sets of programs that tell a computer how to do a particular job

sold out (adj) if a shop is sold out of a product, it has no more left to sell

species (n) a group of animals or plants whose members are similar and can breed together to produce young animals or plants

spyware (n) computer software that secretly records information about which websites you visit – this information is then used by advertising companies who try to sell you products

stalls (n pl) the seats on the main level of a theatre or cinema

star (n) a famous and successful actor, musician or sports player

subscription (n) an amount of money you pay, usually once a year, to receive copies of a newspaper or magazine, or receive a service

suited to (adj) suitable or convenient for a particular person or situation

survey (n) a set of questions that you ask a large number of people in order to find out about their opinions or behaviour

take (v) to receive money from customers for goods that you sell

take in (v) to include something in a total

tame (adj) not afraid of people, used to living with people

target (v) to choose a particular person or place to do something to, especially to attack them or criticise them

thriller (n) a book or film that tells us an exciting story about murder or crime

tongue (n) a language

toughen up (phr v) to become tougher or to make someone or something tougher

track (n) one of the songs or pieces of music on a CD, a record or a cassette

under threat (adj) in danger of something harmful or dangerous happening

venue (n) a place where an organised meeting, concert, etc. takes place

virus (n) a set of instructions secretly put onto a computer or computer program, which can destroy information. When a computer with a virus makes a connection with another computer, the virus can make copies of itself and move to other computers.

wardrobe (n) the clothes that someone has

website (n) a place on the Internet where you can find information about something, especially a particular organisation

wholemeal (adj) (of bread) containing all the wheat, including the outer layer

(the) wild (n) a natural environment far from towns and cities, where few people live

wildlife (n) animals, birds, plants, etc. that live in a natural environment

Unit Two

abolish (v) to officially end a law, system, etc., especially one that has existed for a long time

access (n) the right to enter a place, use something, see someone, etc.

adaptable (adj) able to change in order to be successful in new and different situations

admission (n) permission given to someone to enter a building or place, or become a member of a school, club, etc.

attendance (n) the number of people who attend a game, concert, meeting, etc.

aviation (n) the science or practice of flying in aircraft

budget (n) the money that is available to an organisation or person, or a plan of how it will be spent

catch up (phr v) to improve and reach the same standard as other people in your group, class, etc.

cell phone (n) a telephone that you can carry around with you, that works by using a network of radio stations to pass on signals

check in (v) if you check in or are checked in at a hotel or airport, you go to the desk and report that you have arrived

chuffed (adj) an informal way of saying very pleased or happy

collection (n) a set of similar things that are brought together in the same place because they are attractive or interesting

contribution (n) something that you give or do in order to help something be successful

crossing (n) a journey across the sea, a lake or a river

dehydration (n) loss of water from the body

designer label (n) a brand of clothes, etc. made by a well-known and fashionable designer

diet (n) a way of eating in which you only eat certain foods in order to lose weight or to improve your health

disappointment (n) a feeling of unhappiness because something is not as good as you expected or has not happened in the way you hoped

disruption (n) a situation in which something is prevented from continuing in its usual way

divert (v) to change the use of something such as time or money, or the direction in which something travels

downside (n) the negative part or disadvantage of something

exotic (adj) exciting and unusual because it is from a foreign country

fee (n) an amount of money that you pay to do something or that you pay to a professional person for their work

fit in with (phr v) to be accepted by the other people in a group; to work in an easy or natural way with someone

funding (n) money that is provided by an organisation for a particular purpose

gallery (n) a large building where people can see famous pieces of art

generation (n) the process of producing something or making something happen

get on (phr v) to be successful or make progress in your work or your life

green (adj) connected with the environment or its protection

harmful (adj) causing damage or injury, especially to a person's health or the environment

helpline (n) a telephone number that you can ring if you need advice or information

homesick (adj) feeling unhappy because you are a long way from home

host (n) a country that receives and provides facilities for a special event or for immigrants

impression (n) the opinion or feeling you have about someone or something because of the way they seem

keep up (phr v) to make something continue at its present level, not to let it decrease

lawless (adj) not obeying the law or not controlled by the law

leaky (adj) a container or roof that is leaky has a hole or crack in it that allows water or gas to pass through

lifestyle (n) the way a person or group of people live, including the place they live in, the things they own, the kind of job they do and the activities they enjoy

maintenance (n) the repairs, painting, etc. that are necessary to keep something in good condition

masterpiece (n) a work of art, a piece of music or writing that is of very high quality or is the best that a particular artist, writer, etc. has produced

match up to (phr v) to be as good as you expected or hoped

media (n) all the organisations, such as television, radio and newspapers, that provide news and information for the public, or the people who do this work

nightlife (n) entertainment that is available in the evening or at night

on display (phr) in a public place where people can look at it

outweigh (v) to be more important or valuable than something else

pain (n) something that is annoying or makes you unhappy

panel (n) a flat piece of wood, glass, etc. with straight sides, which forms part of a door, wall, fence

permit (n) an official written statement giving you the right to do something

pickpocket (n) someone who steals things from people's pockets, especially in a crowd

priority (n) the thing that you think is most important and that needs attention before anything else

process (v) to deal with an official document, request, etc. in the usual way

raffle (n) a competition or game in which people buy numbered tickets and can win prizes

random (adj) happening or chosen without any definite plan, aim or pattern

relentless (adj) which continues without ever stopping or getting less severe

renovate (v) to repair a building or old furniture so that it is in good condition again

repayment (n) an amount of money that you pay regularly until you do not owe any more

resources (n pl) something such as useful land, or minerals such as coal or oil, that exists in a country and can be used to increase its wealth

scale (n) one of the small, flat pieces of skin that cover the bodies of fish, snakes, etc.

sector (n) a part of an area of activity, especially of business, trade, etc.

settle in (phr v) to begin to feel happy and relaxed in a new situation, home, job or school

shop around (phr v) to compare the price and quality of different things before you decide which to buy

shuttle (n) a plane, bus or train which makes regular, short journeys between two places

- sightseeing** (n) when you visit famous or interesting places, especially as tourists
- signal** (n) a series of light waves, sound waves, etc. that carry an image or message, for example in radio, television or the telephone
- single out** (phr v) to choose one person or thing from among a group because they are better, worse, more important, etc. than the others
- sort out** (phr v) to successfully deal with a problem or difficult situation
- spice** (n) a type of powder or seed, taken from plants, that you put into food you are cooking to give it a special taste
- stamp** (v) to put a pattern, sign or letters on something, using a special tool
- sum up** (v) to describe something using only a few words
- sustain** (v) to make something continue to exist or happen for a period of time
- theme park** (n) a type of park where you can have fun riding on big machines such as a roller coaster and where the whole park is based on one subject such as water or space travel
- tribesman** (n) a man who is a member of a tribe
- unhelpful** (adj) not helping in a situation and sometimes making it worse
- unlawful** (adj) not legal, not allowed by the law
- unreliable** (adj) unable to be trusted or depended on
- widely** (adv) in a lot of different places or by a large number of people

Unit Three

- addiction** (n) the need to take a harmful drug regularly, without being able to stop
- allergic to** (adj) if you are allergic to something, you do not like it and try to avoid it
- bacteria** (n pl) very small, living things, some of which cause illness or disease
- bodywork** (n) the metal frame of a vehicle, not including the engine, wheels, etc.
- burn down** (phr v) to destroy a building, etc. by fire
- carnivorous** (adj) a carnivorous animal eats meat and flesh
- centenary** (n) the day or year exactly one hundred years after a particular event
- cheesecake** (n) a cake made from a mixture containing soft cheese
- cocaine** (n) a drug, usually in the form of a white powder, that is taken illegally for pleasure, or used in some medical situations to prevent pain
- come by** (phr v) to manage to get something that is rare or difficult to get
- compatible with** (adj) able to exist or be used together without causing problems; able to have a good relationship because they have similar opinions or interests
- complimentary** (adj) given free to people
- compost** (n) a mixture of decayed plants, leaves, etc. used to improve the quality of soil
- cool** (adj) very attractive, fashionable, interesting, etc. in a way that people admire – used in order to show approval
- cosmetic** (adj) intended to make your hair, skin, body, etc. look more attractive
- counterpart** (n) someone or something that has the same job or purpose as someone or something else in a different place
- delicacy** (n) something good to eat that is expensive or rare

deprive (v) to prevent someone from having something, especially something that they need or should have

diversity (n) the fact of including many different types of people or things

drawback (n) a disadvantage of a situation, plan, product, etc.

environmentally friendly (adj) not harmful to the environment

expand (v) to become larger in size, number or amount, or to make something become larger

fall to (phr v) if a duty falls to someone, they are responsible for doing it, especially when this is difficult or unpleasant

feed (v) to eat food, or to give food to, especially an animal or a baby

figure out (phr v) to think about a problem or situation until you find the answer or understand what has happened

fishery (n) a part of the sea where fish are caught in large numbers, or an area of the sea used for breeding fish as a business

forecast (n) a description of what is likely to happen in the future, based on the information you have now

former (adj) the first of two people or things that you have just mentioned

function (n) the purpose that something has or the job that someone or something does

gene (n) the part of a cell in a living thing that controls what it looks like, how it grows, and how it develops

genome (n) all the genes in one type of living thing

gloomy (adj) dark, especially in a way that makes you feel sad

household (n) all the people who live together in one house

impact on (phr v) to have a noticeable or important effect on someone or something

infrared (adj) infrared light gives out heat but cannot be seen

install (v) to put a piece of equipment somewhere and connect it so that it is ready to be used

IT (n) Information Technology – the study or use of electronic processes and equipment for storing information and making it available

jellyfish (n) a sea animal that has a round, transparent body and can sting you

junk food (n) food that is not healthy, for example because it contains a lot of fat, sugar, etc.

keyboard (n) a board with buttons marked with letters or numbers that are pressed to put information into a computer or other machine

key in (phr v) to put information into a computer or other machine, using buttons or a keyboard

laptop (n) a small computer that you can carry with you

latter (adj) the second of two things or people just mentioned

in leaps and bounds (adv) if something increases, develops, grows, etc. in leaps and bounds, it does it very quickly

likelihood (n) the degree to which something can reasonably be expected to happen, probability

LPG (n) Liquefied Petroleum Gas – a type of liquid fuel that is burned to produce heat or power

liquefy (v) to become liquid, or to make something become liquid

livestock (n) animals such as cows and sheep that are kept on a farm

luxury (n) very great pleasure and comfort such as you get from expensive food, beautiful houses, cars, etc.; something expensive that you do not need, but you buy for pleasure and enjoyment

- mains** (n) gas, water or electricity supplied to a building through a pipe or wire
- mammal** (n) a type of animal that drinks milk from its mother's body when it is young. Humans, dogs and whales are mammals.
- medic** (n) a medical doctor or student
- methane** (n) a gas that you cannot see or smell, which can be burned to give heat
- mobile phone** (n) a telephone that you can carry with you and use in any place
- the Noughties** (n pl) the years from 2000 to 2009
- nutritious** (adj) food that is nutritious is full of the natural substances that your body needs to stay healthy or to grow properly
- ongoing** (adj) continuing or continuing to develop
- ozone layer** (n) a layer of gases in the sky that prevents harmful radiation from reaching the Earth
- participant** (n) someone who is taking part in an activity or event
- password** (n) a secret group of letters or numbers that you must type into a computer before you can use a system or program
- pharmacy** (n) a shop or part of a shop where medicines are prepared and sold
- phase out** (phr v) to gradually stop using or providing something
- pioneering** (adj) introducing new and better methods or ideas for the first time
- plasma screen** (n) a type of television or computer screen that is wider and taller than most regular screens but that shows pictures using a different type of technology which makes it possible for the screen to be thinner than other types of screens
- plume** (n) a cloud of dust, smoke, etc. that rises into the air
- pollution** (n) the process of making air, soil, water, etc. dangerously dirty and not suitable for people to use; substances that make air, soil, water, etc. dangerously dirty
- portable** (adj) able to be carried or moved easily
- poverty** (n) the situation or experience of being poor
- preserve** (v) to save something or someone from being harmed or destroyed
- raptor** (n) any bird of prey that kills other animals for food
- raw** (adj) not cooked; in a natural state
- retire** (v) to stop working, usually because you have reached a certain age
- reverse** (v) to go backwards or make go backwards
- shortage** (n) a situation in which there is not enough of something that people need
- sickroom** (n) a room where someone who is ill can go to lie down
- socket** (n) a place in a wall where you can connect electrical equipment to the supply of electricity
- spur-of-the-moment** (adj) a spur-of-the-moment decision or action is made or done suddenly without planning
- stable** (adj) a stable substance tends to stay in the same chemical or atomic state
- starve** (v) to suffer or die because you do not have enough to eat; to prevent someone from having enough food to live
- syllabus** (n) a plan that states exactly what students at a school or college should learn in a particular subject
- thrive** (v) to become very successful or very strong and healthy

tournament (n) a competition in which players compete against each other in a series of games until there is one winner

tune in (phr v) to watch or listen to a broadcast on radio or television

unearth (v) to find something after searching for it, especially something that has been buried in the ground or lost for a long time

unstable (adj) an unstable chemical is likely to separate into simpler substances

valuables (n pl) things that you own that are worth a lot of money, such as jewellery, cameras, etc.

ward (n) a large room in a hospital where people who need medical treatment stay

Unit Four

alarm (n) a feeling of fear or worry because something bad or dangerous might happen

anecdote (n) a short story based on your personal experience

back up (phr v) to provide support or help for something or someone

battleground (n) a place where a battle is fought; a place where an argument or disagreement happens, or where people are competing against each other

bother (v) to make the effort to do something

calculator (n) a small, electronic machine that can add, multiply, etc.

career (n) a job or profession that you have been trained for, and which you do for a long period of your life

celebration (n) an occasion or party when you celebrate something, to show that it is important

chill (v) to relax completely instead of feeling angry, tired or nervous

clogs (n pl) shoes made of wood with a leather top that covers the front of your foot but not your heel

compulsory (adj) something that is compulsory must be done because it is the law or because someone in authority orders you to

conclusive (adj) showing that something is definitely true

defiant (adj) clearly refusing to do what someone tells you to do

discipline (v) to teach someone to obey rules and control their behaviour; to punish someone in order to keep control

discount (n) a reduction in the usual price of something

divorce (v) if someone divorces their husband or wife, or if two people divorce, they legally end their marriage

fall out (phr v) to have an argument or disagree

fare (n) the price you pay to travel somewhere by bus, train, plane, etc.

feedback (n) advice, criticism, etc. about how successful or useful something is

get into (phr v) to put on a piece of clothing, especially when this is difficult because the piece of clothing is too small for you

get through to (phr v) to succeed in making someone understand something, especially when this is difficult

graffiti (n) rude, humorous or political writing and pictures on the walls of buildings, trains, etc.

groundhog (n) a small North American animal that has thick brown fur

- grow apart** (phr v) if two people grow apart, their relationship becomes less close
- grow out of** (phr v) if someone grows out of something, they stop doing it as they get older
- guardian** (n) someone who is legally responsible for looking after someone else's child, especially after the child's parents have died
- hamster** (n) a small animal that looks like a mouse with no tail
- hang around** (phr v) to wait or spend time somewhere, doing nothing
- initiative** (n) an important new plan or process to achieve a particular aim or to solve a particular problem
- inner circle** (n) the few people in an organisation, political party, etc. who control it or share power with its leader
- lifetime** (n) the period of time during which someone is alive or something exists
- like-minded** (adj) having similar interests or opinions
- line manager** (n) someone who is one level higher in rank than you in a company and is in charge of your work
- market place** (n) the part of business activity that is concerned with buying and selling goods in competition with other companies
- mate** (n) a friend; someone you work with, do an activity with, or share something with
- moan** (v) to complain in an annoying way, especially in an unhappy voice and without good reason
- naughty** (adj) a naughty child does not obey adults and behaves badly
- networking** (n) the practice of meeting other people involved in the same kind of work, to share information, support each other, etc.
- nutrition** (n) the science that deals with the effects of food, vitamins, etc. on people's health
- nutritionist** (n) someone who has a special knowledge of nutrition
- overeating** (n) the habit of eating more than you need or more than is healthy
- party** (v) to enjoy yourself with a group of other people by drinking alcohol, eating, dancing, etc.
- proofread** (v) to read through something that is written or printed in order to correct any mistakes in it
- resort to** (phr v) to do something bad, extreme or difficult because you cannot think of any other way to deal with a problem
- scale down** (phr v) to reduce the amount or size of something
- scrawl** (v) to write in a careless and untidy way, so that your words are not easy to read
- sign language** (n) a language that uses hand movements instead of spoken words, used by people who cannot hear well
- smack** (v) to hit someone, especially a child, with your open hand in order to punish them
- SMS** (n) short messaging system – a feature on a mobile phone that allows a user to send and receive written messages
- social networking** (n) the use of the Internet to make information about yourself available to other people, especially people you share an interest or connection with, and to send messages to them
- software designer/engineer** (n) a person who writes computer programs
- stress** (n) continuous feelings of worry about your work or personal life that prevent you from relaxing
- stressful** (adj) a job, experience or situation that is stressful makes you worry a lot

supervisor (n) someone who is in charge of an activity or person to make sure that things are done in the correct way

take for granted (phr v) to believe that something is true without making sure

teenager (n) someone who is between 13 and 19 years old

tend to (v) if something tends to happen, it happens often and is likely to happen again

texting (n) sending written messages on a mobile phone

timetable (n) a list of the times at which buses, trains, planes, etc. arrive and leave

twin (n) one of two children born at the same time to the same mother

valid (adj) a valid ticket, document or agreement is legally or officially acceptable

widespread (adj) existing or happening in many places or situations, or among many people

Unit Five

airy (adj) an airy room or building has plenty of fresh air because it is large or has a lot of windows

amateur (n) someone who does an activity just for pleasure, not as their job

amateurish (adj) not skilfully done or made

archaeologist (n) someone who studies ancient societies by examining the remains of their buildings, graves, tools, etc.

artistry (n) skill in a particular artistic activity

available (adj) something that is available is able to be used or can easily be bought or found

background (n) the situation or past events that explain why something happens in the way that it does

bison (n) an animal like a large cow, with hair on its head and shoulders

blow up (phr v) to destroy something, or to be destroyed, by an explosion

botanical gardens (n) a large public garden where many different types of flowers and plants are grown for scientific study

bride (n) a woman at the time she gets married or just after she is married

bridegroom (n) a man at the time he gets married or just after he is married

broadcaster (n) someone who speaks on radio or television programmes

busker (n) someone who plays music in a public place in order to earn money

butterfly (n) a type of insect that has large wings, often with beautiful colours

carbon dating (n) a method of finding out the age of very old objects by measuring the amount of carbon in them

caterpillar (n) a small creature like a worm with many legs which eats leaves and that develops into a butterfly or other flying insect

CD (n) Compact Disc – a small, circular piece of hard plastic on which high-quality recorded sound or large quantities of information can be stored

charcoal (n) a black substance made of burned wood that can be used as fuel and for drawing

cinemagoer (n) someone who goes to the cinema to see a film

contaminate (v) to make a place or substance dirty or harmful by putting something such as chemicals or poison in it

- contemporary** (n) someone who lived or was in a particular place at the same time as someone else
- cool-headed** (adj) not easily excited or upset
- core** (n) the most important or central part of something
- décor** (n) the way that the inside of a building is decorated
- detest** (v) to hate someone or something very much
- dim** (adj) quite dark or not giving much light, so that you cannot see well
- dub** (v) to change the original spoken language of a film or television programme into another language
- dubious** (adj) probably not honest, true, right, etc.
- DVD** (n) Digital Video Disc – a type of computer disc that can store a large amount of information, sound, pictures and video
- ensure** (v) to make sure that something will happen properly
- expressive** (adj) showing very clearly what someone thinks or feels
- festival** (n) an occasion when there are many performances of films, plays, pieces of music, etc. usually happening in the same place every year
- footage** (n) a cinema film showing a particular event
- genre** (n) a particular type of art, film, writing, music, etc. which has certain features that all examples of this type show
- glossy** (adj) giving an appearance of being important and expensive
- indoors** (adv) into or inside a building
- irradiation** (n) treatment with radiation in order to kill bacteria
- labelling** (n) the labels that are attached to something and give information about it
- landscape** (n) a picture showing an area of countryside or land
- legacy** (n) something that happens or exists as a result of things that happened at an earlier time
- legendary** (adj) very famous and admired
- look back** (phr v) to think about something that happened in the past
- magic** (n) the power to make impossible things happen by saying special words or doing special actions; a special, exciting or attractive quality
- memorial** (n) something, especially a stone with writing on it, that reminds people of someone who has died
- musicianship** (n) skill in playing music
- mystical** (adj) involving religious, spiritual or magical powers that people cannot understand
- newcomer** (n) someone who has only recently arrived somewhere or only recently started a particular activity
- obesity** (n) when someone is very fat in a way that is unhealthy
- outdated** (adj) if something is outdated, it is no longer considered useful or effective because something more modern exists
- outdoors** (adv) outside, not in a building
- outline** (n) a line around the edge of something which shows its shape; the main ideas or facts about something, without the details
- overall** (adj) considering or including everything
- overnight** (adj) suddenly or surprisingly quickly

- overstate** (v) to talk about something in a way that makes it seem more important, serious, etc. than it really is
- packaging** (n) the container or material that a product is sold in
- pottery** (n) objects made out of baked clay
- prehistoric** (adj) relating to the period in history before anything was written down
- projector** (n) a piece of equipment that makes a film or picture appear on a screen or flat surface
- rap** (n) a type of popular music in which the words of a song are not sung but spoken in time to music with a steady beat
- regret** (v) to feel sorry about something you have done and wish you had not done
- restore** (v) to repair an old building, piece of furniture, painting, etc. so that it is in its original condition
- reviewer** (n) someone who writes about new books, plays, films, etc. in a newspaper or magazine
- root** (n) the origin or main part of something such as a law, custom, activity, etc. from which other things have developed
- screenplay** (n) the words that are written down for actors to say in a film and the instructions that tell them what they should do
- seemingly** (adv) appearing to have a particular quality when this may or may not be true
- session** (n) a period of time used for a particular activity, especially by a group of people
- shoot** (v) to take photographs or make a film of something
- sketch** (n) a simple, quickly-made drawing that does not show much detail
- sonnet** (n) a poem with 14 lines which rhyme with each other in a fixed pattern
- source** (n) a thing, place, activity, etc. that you get something from
- speaker** (n) the part of a radio, sound system, etc. where the sound comes out
- stand-in** (n) someone who does the job or takes the place of someone for a short time
- subtitle** (n) the words printed over a film in a foreign language to translate what is being said by the actors
- turn down** (phr v) to turn a switch on a machine such as an oven or a radio so that it produces less heat, sound, etc.
- turn up** (phr v) to turn a switch on a machine such as an oven or a radio so that it produces more heat, sound, etc.
- turnaround** (n) a complete change from a bad situation to a good one
- vegetarian** (n) someone who does not eat meat or fish
- virtuoso** (n) someone who is a very skilful performer, especially in music
- visual arts** (n pl) art such as painting, sculpture, etc. that you look at, as opposed to literature or music
- welfare** (n) someone's welfare is their health and happiness
- witness** (v) to see something happen, especially a crime or accident

Tapescripts

Unit One

Language skills

Listening 1: A telephone conversation

Narrator: You are going to hear a telephone conversation between two school friends. Listen to the conversation and answer the questions below.

John: Hi Jenny. What are you up to? I was wondering if you fancied going to see that new film tonight.

Jenny: Oh, hi John. You mean “Who’s Watching?” I’ve heard a lot about it.

John: Yes, it’s supposed to be really scary.

Jenny: Hmm. I’d love to, but the thing is, I’m trying to finish off this essay. I’ve got to hand it in tomorrow. In fact, I think you may be able to help.

John: How?

Jenny: Well, you know that book, *Animals in Danger*. Have you got a copy?

John: Yes, I have.

Jenny: Well, I took mine back to the library and there’s a quotation I need. I forgot to write it down but I made a note of the page. It’s at the top of page 91.

John: Hold on. Is it the bit that begins “Fishing is the most destructive ...”?

Jenny: Yes, that’s it. Could you read it out so I can copy it down?

John: OK. It says, “Fishing is the most destructive ... of all human activities ... on seventy percent ... of the earth’s surface. ... Technological fishing methods ... are killing off whole ecosystems ... that we’ve hardly started ... to understand.”

Jenny: Right. That’s it. Thanks a lot, John. That’s really helpful.

Listening 2: People talking

Narrator: Now listen to some more people speaking and answer the following questions.

Narrator: Number 1

Man: There seem to be so many of them, all with the same gossip about the same so-called celebrities. How do they all manage to sell enough copies to keep going?

Narrator: Number 2

Woman: I think they’re killing off town centres by attracting customers away from the High Street. And what about people without cars? Where are they supposed to go to buy the everyday basics?

Narrator: Number 3

Man: The big advantage, of course, is convenience – you can find out the latest developments in a story, and from various sources, all at the click of a mouse.

Narrator: Number 4

Man: Obviously there are dairy herds and others made up of breeds that produce the best beef. A few farms have herds of both types.

Narrator: Number 5

Woman: As well as books, you can take out up to five CDs at a time on this card.

Man: Good. And how long can I keep them?

Woman: After a week you have to return them or you can renew them over the phone, if you prefer.

Narrator: Number 6

Man: Wow! You could get lost in here. It’s huge.

Woman: Yes. So, where do you want to go?

Man: I’d like to look in the History section. Which floor is that on?

Woman: The second. I’m going to the Detective Fiction on this floor to buy my dad a present, so shall we meet back here in half an hour?

Man: Fine. See you later.

Narrator: Number 7

Man: A large granary loaf, please.

Woman: Here you are. Anything else?

Man: Yes. Four rolls, please.

Woman: White or wholemeal?

Man: Wholemeal, please.

Narrator: Number 8

Man: ... and that was from their long-awaited new album, out next week. Coming up after the news, more great album tracks. Don't go away!

Narrator: Number 9

Woman: There are two performances, at three thirty and eight thirty.

Man: OK. Two for the evening one, please.

Woman: Stalls or circle?

Man: Front stalls, if possible.

Narrator: Number 10

Woman: Just pop him up here, please. Now, hold still old chap. That's it. There, that didn't hurt, did it? Good boy!

Speaking and listening: An interview

Narrator: You are going to hear part of an interview with an expert on the video games industry talking about the increasing popularity of gaming. Listen to the interview and complete the notes.

Woman: It's a bit strange, isn't it, that so little attention is paid to video games in the mainstream media when it's so popular with large numbers of people.

Man: It is odd, yes. And there's no doubt about how big the games industry is. Last year, global sales of video game software reached forty billion dollars. Compare that with films – in the same period, cinemas around the world took only twenty-eight billion. It's the way things are going. For the last twenty years, sales of games have gone up by ten percent a year, while growth in films has stayed more or less the same. As for the music industry, well, that's going backwards.

Woman: So why do you think it's still largely ignored in the media?

Man: I think there are various reasons. One has to do with the age of editorial staff – the people making decisions about what to include in newspapers or TV programmes. They're typically in their forties or fifties, and they tend to regard video gaming as a young person's thing. I think, though, there might be sound reasons why you don't see reports about video games on TV or in the popular magazines and papers. For one thing, there aren't any celebrities to talk about, show photos of and interview. Characters in games don't have personalities or interesting private lives. Another point is that it's very hard to describe games in language that makes them accessible or interesting to non-gamers. There's a shared vocabulary that sounds like an alien tongue to outsiders.

Woman: Right. But are things changing?

Man: Yes, I think there are signs that the market for games is widening. If you look at the adverts for the big hardware producers like Sony or Nintendo, they're targeting wider markets than before – families, the over-fifties, people who so far haven't got into video games in a big way. And women too – research suggests that the largest group playing games on their computers isn't young boys, but women between twenty-five and fifty-four.

Woman: So, video games are the future of entertainment?

Man: I'd say so, yes. It's all about changing attitudes. One objection to games that you hear a lot is that they're pointless, a waste of time. But I think that actually is the point. We're all expected to grow up and become productive citizens, but maybe we'd be better off if we allowed ourselves time to play, to do something just because it's fun.

Practice Test One

Section 1

Narrator: You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Narrator: Example

Listen to this woman talking. What is her job?

Woman: He'll be fine. It's just a little cut on his paw. It's probably best not to let him walk too much on it for a day or two.

Narrator: The correct answer is A.

Narrator: Number 1

Listen to the woman talking. Why does she think the kangaroo is a symbol of Australia?

Woman: Well, there are plenty of them here, I guess, and obviously they're native to Australia. But the same could be said of lots of others, so it's a bit of a mystery to me.

Narrator: Number 2

Listen to the conversation. What are the two people discussing?

Woman: I just think it's cruel. Watching animals in cages just doesn't appeal to me.

Man: Yeah, I know, but the best ones play an active role in conservation programmes too.

Narrator: Number 3

Listen to this man talking. Which animal is he talking about?

Man: They make surprisingly good pets actually. They're easy to look after and respond to human contact better than you might think. They're also quite cheap to feed, though admittedly it has to be live food, which could put some people off.

Narrator: Number 4

Listen to this conversation. How much should the woman pay?

Man: That's seventy-five for the paper and one eighty-five for the magazine – two pound sixty all together.

Woman: Here you are.

Man: Thanks. Oh, I need another ten p.

Woman: Oh, sorry. I thought you said two fifty.

Narrator: Number 5

Listen to this advertisement. What is the advertisement for?

Man: TV Star is out this week with a new look, but still packed with all your favourite stories, news and amazing celebrity pictures.

Narrator: Number 6

Listen to this woman talking. What does she think about newspapers?

Woman: I've stopped buying them. They're full of stuff I'm not really interested in, so it's just a waste of money.

Narrator: Number 7

Listen to this man talking. What does he say about the role of drummers?

Man: They're an important part of any band – no question about it. As the old saying goes, you can have a bad band with a good drummer, but you can't have a good band with a bad drummer.

Narrator: Number 8

Listen to this conversation. How does the man feel?

Woman: I hardly ever buy albums any more – I just download music for free.

Man: But that's illegal, isn't it?

Woman: Well, technically, yes, but nearly everyone does it. What harm does it do?

Man: What about the musicians who don't get paid for their work? Have you thought about them?

Narrator: Number 9

Listen to this announcement. What does the woman say about the concert?

Woman: This evening's concert in the main hall is about to begin. May we remind you that this performance is not scheduled to have an interval, and will end at about ten thirty.

Narrator: Number 10

Listen to a woman talking on the phone. Where does she work?

Woman: So, that's two for the National Symphony Orchestra on Monday at eight p.m. Where would you like to sit? Yes, that's fine. And how would you like to pay?

Section 2

Narrator: Number 11

You will hear a recording about press freedom. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

Man: There have been a number of cases recently / in which celebrities have successfully / challenged the right of newspapers / to print stories about them. / This raises the issue / of where the line can be drawn / between the individual's right to privacy / and the public's right to know.

Section 3

Narrator: Numbers 12 to 16

You will hear part of an interview. First read the notes below, then listen and complete the notes with information from the interview. You will hear the recording twice.

Man: Well, I just think it's unfortunate that people are usually only concerned about animals with visual appeal. There are lots of small creatures that may not look so pretty but are extremely useful, or even vital to human survival. Take bees, for instance. OK, people tend to like bumble bees because they look furry, but honey bees are less popular – they look like wasps and can sting you. But without their help, plants wouldn't be able to reproduce, and we'd be in real trouble. We simply wouldn't be able to grow enough food to feed ourselves. Already there are worrying signs of a decline in the bee population here in the States, and the predicted impact on farming is really alarming. And that's just an obvious example. All the bugs and creepy crawlies that people often don't like are valuable because they help the whole fragile system stay in balance. It's a system in which everything depends on everything else.

Narrator: Numbers 17 to 21

You will hear a conversation. First read the notes below, then listen and complete the notes with information from the conversation.

Woman: You were lucky to get tickets. I heard they'd sold out in the first two days.

Man: Really? I didn't know that. It was pretty full.

Woman: Well, it's quite a small place, isn't it? I guess the tour was booked before she had that big hit in the summer. Otherwise they'd have gone for bigger venues. So, what was it like?

Man: Great, yeah. Well, it was really impressive as a performance, but somehow it didn't really excite me. Every big concert I've been to recently has seemed so organised. In fact, these days I'd rather go to see less well-known singers and bands, in smaller places. For one thing it's cheaper, but the big thing is you get a genuine connection with the audience that seems to be missing with the big stars.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.

Unit Two

Language skills

Listening: Specific information

Narrator: Listen to a radio programme about cheap flights and complete the notes, as in the example.

Man: Are cheap flights a good thing or a bad thing? When I published an article recently suggesting that attitudes to flying would have to change if we were to meet government targets on reducing emissions, I got a lot of letters and emails, for and against. One of the most critical was from the journalist Melanie Keane, and she is with me today to discuss the issue. Now, Melanie, can I start by re-stating my case?

Woman: Yes, that's fine. Go ahead.

Man: OK. Well, as I said, the basic problem with flying is the amounts of carbon dioxide and other gases it produces, and the effect this has on climate change. A recent study here in the UK calculated that air travel accounts for over seven percent of our total emissions of carbon dioxide, and suggested that there was no chance of the government meeting its targets on cutting emissions without somehow reducing the number of flights. They also pointed out, by the way, that the biggest problem comes from international flights, as domestic flights only produce about one percent of the UK total. So first, Melanie, can we agree on the figures?

Woman: Well, I'm not going to argue with your UK figures. In the States, the contribution of aviation to the total of

harmful gases is supposed to be around three percent. But the point I'd make is to compare that with the figure for all forms of transportation, which is twenty-seven point four percent. So in other words, cars, ships and trains are worse.

Man: OK, but there are two additional points here. Firstly, aeroplanes pollute the atmosphere at great heights, where it does the most harm. Secondly, the fact is that air travel is the fastest growing form of transport, so if we look at the future ...

Woman: That may be so, but can I make another comparison, on a larger scale? Compared to flying, which if you remember contributes just three percent of the total harmful emissions in the United States, industry causes eighteen point eight percent, and even residential use, in other words just people living in their homes, causes seven point six percent. The biggest contributor, at thirty-three point nine percent, is electricity generation. I'm sorry to throw all these figures at you, but my question is: why single out aviation? What have you got against people flying?

Man: Well, I think, as I said, that it's a question of how it's going to grow in the future. Not so much in countries like the UK and USA, but in developing countries. India, for example, recently saw a rise in airline passengers of forty-five percent in a single year.

Woman: So how are you going to explain to people in India, who for the first time in their lives can afford to take a plane, that they're not allowed to do it any more?

Man: Well, how are you going to explain to someone living on a Pacific island that his home is disappearing under the rising sea because someone wants a cheap holiday? People seem to have started to think that flying off to wherever you want, whenever you want, is a basic human right. That's the attitude that needs to change. Flying isn't a right. Or if it is, it's one that has a negative effect on the human rights of millions of others.

Listening and speaking: Discussions

Narrator: Listen to the following statements and respond by making an opposite point. The openings below may help you to get started.

Narrator: Example

Man: I love the excitement of living in a big city, don't you?

Narrator: Number 1

Woman: People will have to cut down on flying – cheap air travel is harming the environment.

Narrator: Number 2

Man: Cities are OK to visit but I'd hate to have to live in one.

Narrator: Number 3

Woman: I think people shouldn't have to pay to get into museums – everyone should have access.

Narrator: Number 4

Man: Rail travel is much more relaxing than going by plane.

Narrator: Number 5

Woman: If people have to work abroad for a few years, they should take their families with them, including the children.

Narrator: Number 6

Man: I can't think of a better way to spend a day than walking round an art gallery looking at paintings.

Narrator: Number 7

Woman: All these extra security checks at airports are really annoying – they slow everything down.

Narrator: Number 8

Man: There's no need to learn the language of every country you go to. Everyone can speak English anyway.

Practice Test Two

Section 1

Narrator: You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Narrator: Example

You will hear some recorded information. What is the man describing?

Man: A newly-opened building contains a fascinating collection of stone tools that were recently discovered in the area.

Narrator: The correct answer is C.

Narrator: Number 1

You will hear a station announcement. What type of announcement is it?

Woman: Passengers are advised that any bags left unattended may be removed without warning.

Narrator: Number 2

You will hear part of a conversation. What is the woman worried about?

Woman: It's the kids who'll find the move hardest. What about school? They can't just sit there in class not understanding the language.

Man: Oh, they'll soon settle down. Children are amazingly adaptable.

Woman: But it'll be a nightmare for them at first. How can they make new friends when they can't talk to anyone?

Narrator: Number 3

You will hear a man talking about a family holiday. What does he say about it?

Man: The family just couldn't agree on what we each wanted out of a holiday, so in the end we went for a compromise that seemed to offer the best of all worlds. But of course when you try to please everyone, you often end up pleasing no one. It wasn't a disaster, but I wouldn't say it was a great success.

Narrator: Number 4

You will hear some recorded information. Which statement is true?

Woman: Admission to the museum's permanent exhibitions is free, but there is a charge for some of the special exhibitions we put on at various times during the year.

Narrator: Number 5

You will hear a woman talking about living abroad. How does she describe her feelings?

Woman: The funny thing is that although we've been comfortably settled in our new home for nearly ten years now, we still find ourselves talking about "going home for holidays". It's very odd.

Narrator: Number 6

You will hear a conversation about air travel. Why has the man decided to stop travelling by air?

Woman: So why did you decide to stop flying?

Man: Well, of course, there's the whole issue of the damage air travel does to the environment, but if I'm honest, we can't really afford it these days, so it's really a case of making a virtue out of necessity.

Narrator: Number 7

Listen to this announcement. Who is the announcement for?

Man: Would passengers for L.T.A. flight FR312 to Faro please proceed to Gate 14.

Narrator: Number 8

You will hear part of an interview about travel. What does the man say about communicating while travelling?

Man: Twenty years ago, staying in touch with those at home while travelling was quite straightforward. Unreliable mail and expensive pay phones were about the only options. Nowadays, the biggest problem is deciding between the various means of communication available.

Narrator: Number 9

You will hear a man talking about moving abroad. What advice does he give?

Man: The first few days, or even weeks, in your new home country will probably produce a range of emotions from exhaustion to excitement and it's probably not a good idea to make any big decisions during this period.

Narrator: Number 10

You will hear a news report. What is the cause of the disruption?

Woman: After last week's disruption due to an air traffic controllers' strike, there were more problems today when thick fog forced a number of airports to close, leaving thousands of passengers stranded.

Section 2

Narrator: Number 11

You will hear a recording about people who retire to another country. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

Man: Many people dream / of moving abroad, / usually somewhere they have been to on holiday. / Often, what they are seeking / is a more relaxed lifestyle / in a more agreeable climate. / Those who actually do it, however, / frequently find that the reality / fails to match up to / the paradise of their imaginations.

Section 3

Narrator: Numbers 12 to 16

You will hear part of an interview about travel insurance. First read the notes below, then listen and complete the notes with information from the interview. You will hear the recording twice.

Man: So, what's your advice about travel insurance?

Woman: Well, the first point is just to make sure you have it. Emergencies abroad can turn out to be much more expensive than you think, so don't just assume you're covered by your credit card provider, as many people do. On the other hand, it's not a good idea to automatically accept the insurance offered by the tour operator. The premiums on these are often higher than you could get if you found an insurer yourself. So it pays to shop around.

Man: And what about when you're actually away?

Woman: The thing to remember is that all insurance policies require you to take as much care as possible to avoid loss or theft of your possessions. So, for example, don't carry your wallet around in your back pocket – it's an invitation to pickpockets and you may find the insurance company won't accept a claim.

Man: Thanks. Don't forget you can find all this advice on the website: [www.yourstation – that's all one word – forward slash travel](http://www.yourstation-forwardslashtravel). That's [www.yourstation, forward slash travel](http://www.yourstation-forwardslashtravel).

Narrator: Numbers 17 to 21

You will hear some recorded information from a taxi service that meets people arriving at San Diego airport. First read the notes below, then listen and complete the notes with information from the message.

Woman: Thank you for calling XL Shuttle Services. If you have pre-booked a taxi from San Diego airport, please listen to the following message. On arrival, please switch on your cell phone as soon as possible in case your driver needs to contact you. Collect your luggage from the baggage reclaim area and leave via the door opposite, then cross the centre island where your XL Shuttle van will be waiting. If you do not have checked luggage, please go to the baggage reclaim area anyway and exit the building from that door. We cannot pick up outside the main gates due to airport policy. If you have any problems, just call the Helpline number – zero two three, nine double eight, thirty thirty. That's zero two three, nine double eight, three zero three zero.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.

Unit Three

Language skills

Listening 1: Note completion

Narrator: Listen to the weather forecast and complete the notes.

Woman: Here's the weather forecast for today, Tuesday, the thirteenth of April. The day will start bright with sunny periods, reaching a top temperature of twenty degrees by midday. Later on, it will become increasingly cloudy, and by early evening there will be frequent showers and strong winds coming in from the West. Overnight, there is the likelihood of the winds reaching gale force, with the possibility of some storm damage. The windy weather will continue until the end of the week. The general outlook is for rain and lower than average temperatures.

Listening 2: Dictation

Narrator: You will hear a recording about a new type of doorbell. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

Man: You'll never miss a visitor / with this new and improved / digital doorbell. / Easily installed, / with no wiring or drilling required, / you just plug the unit into any mains outlet. / The bell will operate / up to an incredible one hundred metres / and transmit through walls and ceilings. / There's a wide choice of melodies, / which you can change whenever you wish, / and very little power is consumed.

Practice Test Three

Section 1

Narrator: You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Narrator: Example

Listen to the people speaking. Where are the speakers?

Woman: Excuse me, this is the quiet carriage, you know.

Man: Sorry?

Woman: You're not allowed to use mobile phones or iPods in this carriage.

Man: Oh really? I didn't know. Sorry. I'll go and find another seat.

Narrator: The correct answer is B.

Narrator: Number 1

Listen to the people speaking. What's the boy doing?

Boy: But Mum, all my mates've got computers in their bedrooms. What's wrong with it?

Mum: Sorry, Tom. The answer's still no.

Boy: But why not? It'll help me with my homework – and the physics project I've got to do. It's a pain using the one in Dad's study. I really do need my own, you know. You say I'm responsible, so why don't you trust me to ...

Mum: OK, OK. Let's talk about it when Dad gets back.

Narrator: Number 2

Listen to the people speaking. Who are the speakers?

Man 1: So, what's this fish platter?

Man 2: It's a selection of today's fresh seafood in a cream sauce.

Man 1: Ah! I'm allergic to wheat. Has the sauce got wheat in it, do you know?

Man 2: I'll go and find out.

Man 1: Thanks. If it does – then I'll go with the warm chicken salad.

Narrator: Number 3

Listen to the people speaking. What does the man want the woman to do?

Woman: Hello. DFR televisions.

Man: Oh hello. I bought a plasma TV from you yesterday. In your sale? Only I've got a problem with the volume.

Woman: Have you got the instruction manual for the model, sir?

Man: Yes, but I still can't find what's wrong. Could someone come and have a look at it?

Woman: I'll check, but I don't think it would be today.

Narrator: Number 4

Listen to the speaker. Why can't the woman go to the science exhibition this week?

Woman: Pavel, really glad you're over the flu now. I'm wondering if we can leave going to the science exhibition until next week, as I'm working late most days this week. Would you be too tired to go next Friday night? Email me to let me know.

Narrator: Number 5

Listen to the speakers. What has improved the man's mood?

Woman: Hi Alfie. Where've you been?

Man: To see United play. With Raj and Jaimie.

Woman: And?

Man: They got beaten – three nil. But hey, we’ve got clear blue skies for once today. It’s been so gloomy recently, hasn’t it?

Woman: It certainly has.

Narrator: Number 6

Listen to the speakers. What’s the girl’s attitude to the boy’s news?

Boy: Selena? You’ll never guess what I got from Mum and Dad?

Girl: Hmm?

Boy: For my birthday? Only the Super 3 DX box with high definition. You know – like in the advert?

Girl: Good. Whatever. Now can you just let me ...

Boy: You’re only jealous because you ...

Girl: No, Sam. Don’t kid yourself. I actually couldn’t care less.

Narrator: Number 7

Listen to the woman. Why did she choose to study science?

Woman: Choosing bio-chemistry turned out to be a smart move, careerwise, for me, but that wasn’t the reason I chose to specialise in it. I’d always been fascinated by natural science, even as a child, You know, everything to do with my environment. I remember bringing worms and beetles into the house and driving my mum mad!

Narrator: Number 8

Listen to the woman. What does she say about the climate on holiday?

Woman: We saw some amazing sights on our holiday. But the climate didn’t suit me. I know I was complaining about the cold and rain before I went, but I found it hard to adjust when we got there. Everything was just dripping and it rarely fell below forty the whole time.

Narrator: Number 9

Listen to the speakers. How does the woman react to the man’s complaint?

Man: Hello? Is that Mrs Havers?

Woman: Speaking.

Man: It’s John Fellowes here. From number four? It’s about the music. It’s really loud. I’ve just got back from a night shift and I can’t sleep.

Woman: Oh, that’s Darren practising. I’ll tell him to turn it down a bit.

Man: Would you? I’d be very grateful.

Woman: No problem.

Narrator: Number 10

Listen to the speaker. Who is speaking?

Man: As you’ll probably be aware, laser technology has come on in leaps and bounds. It’s routinely used in many medical and dentistry procedures. I would recommend that we see if the broken veins behind your eye manage to seal themselves over the next two months. Let nature take its course. If that doesn’t work, then we’ll use laser treatment. How does that sound to you?

Section 2

Narrator: Number 11

You will hear a recording about jellyfish in the Atlantic Ocean. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

Man: Scientists at Swansea University / are researching how factors / such as climate change and over-fishing / are causing jellyfish to thrive, / and what the subsequent effects are / of these increased populations / on tourism and commercial fisheries. / One possibility / is to export them to the Far East, / where they are considered a delicacy.

Section 3

Narrator: Numbers 12 to 16

You will hear a recorded message from a local government department. First read the notes below, then listen and complete the notes with information from the recording. You will hear the recording twice.

Man: Hello. You have reached the offices of the Surrey County Council. This is a recorded message for the

residents of East and West Surrey regarding changes in waste collection. Please make a note of these changes. The day for rubbish collection in your area has now changed from every Tuesday or Wednesday to Thursday for all residents. We hope this will not unduly inconvenience anyone. Please note that we are also extending our recycling operation in line with our objective of recycling eighty percent of Surrey's waste by twenty fifteen. This means that we will now be collecting recyclable waste every Monday instead of every other Monday. In addition to paper, glass, tins and green compost which we already collect and process, we can now recycle plastic bottles. We're hoping to offer a monthly collection of old clothes and other textiles in September. If you have any queries regarding these changes, then you can phone the helpline on oh six five ...

Narrator: Numbers 17 to 21

You will hear an interview on a radio science programme about a new racing car. First read the notes below, then listen and complete the notes with information from the conversation.

Phee: On Science Today, we've got Mark Waters with some news about a very unusual racing car. Mark?

Mark: Yes, Phee, indeed. It's the brainchild of Steve Lambert who, together with his team from Warwick University, has made a car completely from renewable sources.

Phee: Really? That's amazing. What does it run on?

Mark: You might find this hard to believe, but, er, chocolate!

Phee: No!

Mark: Yes, it's true. And the actual body of the car itself is composed of potatoes and carrots. It's a high-performance eco-car, which, at just six hundred kilos, makes it much, much lighter than other Formula Three-type vehicles.

Phee: Quite incredible! So does it actually reach sixty miles per hour?

Mark: Sixty. You are joking, I hope. This car can reach a hundred and twenty-five miles per hour on the straight. No, it's fast, believe me.

Phee: Wow! That's impressive. So what's the thinking behind it, Mark?

Mark: Well, they wanted to make an entirely environmentally-friendly car. One that was compostable, non-polluting and all round good news, ecologically speaking.

Phee: Can't wait to see it in action.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.

Unit Four

Language skills

Listening 1: Note taking

Narrator: Listen to the information about the Young Person's Railcard, and complete the notes on the message pad.

Woman: Many people think that only students can get railcards giving them discount, but this is not the case. The Young People's Railcard is available to all young people between the ages of sixteen and twenty-five. It doesn't matter if you're a student or at work. You can also get a card if you're a student aged twenty-six or over as long as you're in full-time education. Specifically this means you study at least fifteen hours a week, twenty weeks of the year. The majority of students fall into that category.

For twenty-six pounds a year, you get a third off all rail fares in Britain. This is a substantial saving. You can use the card for travelling on weekdays and weekends and on public holidays. However, if you travel before ten a.m. Monday to Friday, you pay the normal fare.

Cards can be obtained at most railway stations. You need to show documentary evidence of your identity such as a passport and have a recent passport-style photograph of yourself. Cards can also be bought online, but you need to be able to upload a digital photo. You can now get a three-year card for only sixty-five pounds, but only online. Check out our website for details.

Listening 2: People talking

Narrator: Listen to the people speaking and answer the questions.

Narrator: Number 1

What is the woman doing?

Woman: I've just heard that you two are getting married in May. It's marvellous news. I'm so pleased for you!

Narrator: Number 2

Who is speaking?

Man: Students from this class have been seen scrawling graffiti and damaging property in college grounds. A letter is being sent by the Principal to all students' parents or guardians, warning them of the serious consequences of this unacceptable behaviour.

Narrator: Number 3

What did the girl do at the weekend?

Man: Did you have a good weekend?

Girl: Oh, you know, I just hung around and chilled. Nathan didn't have his party in the end or I'd've gone to that.

Narrator: Number 4

Where are the speakers?

Girl: What d'you think, Mum? D'you like it?

Mum: Honestly? I don't think it's your colour. And the sleeves are too long.

Girl: Oh! In the shop I thought it was great, but when I looked at it on the bus, I wasn't so sure. And now, in my own mirror, I think you're right. It's not me.

Mum: Don't worry, love. You've got the receipt. We'll take it back.

Narrator: Number 5

How would you describe the father?

Boy: I'm off out then, Dad.

Dad: Oh? Where to?

Boy: Just out.

Dad: Not before you've cleaned up the mess you've left in the garage, you're not.

Boy: Oh! I'll do it when I get back.

Dad: Really? The lights've gone in there, you know, and I defy even you to manage that lot in the dark.

Boy: For goodness' sake, Dad.

Dad: I mean it, Phil. I want it sorted. Now!

Narrator: Number 6

Which statement about the speakers is true?

Man: Jan, look at you! You haven't changed!

Woman: What! In two decades? I don't think so!

Man: It's so good to see you again. But thank heavens for the phone and the Internet, otherwise we'd've really lost touch!

Woman: I know. I'm going to have to give you some lessons in texting too, so we can talk wherever we are!

Man: But not now! What we need now is a long, leisurely lunch together.

Woman: Right! You're on!

Narrator: Number 7

What's the speakers' relationship?

Woman: Come in, Steve.

Man: You wanted to see me? Nothing bad I hope.

Woman: Not at all. Quite the reverse. We've had some really good customer feedback about your work as a shop assistant here and, as your manager, I've been speaking to the branch manager. What would you say to becoming floor supervisor for men's clothing? As you know, Derek is leaving next month.

Man: I'd say, erm, great! Thank you very much!

Narrator: Number 8

What do the speakers disagree about?

Man: What's up? Where's Vicky?

Woman: In her bedroom. The little monkey only rubbed tomato sauce all over the living room carpet.

Man: What! That's awful! She's old enough to know better. But I think a gentle smack's much better than sending her to her room.

Woman: Sorry, Paddy. You know I don't believe in smacking, even for things like this. Violence never solves anything.

Practice Test Four

Section 1

Narrator: You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Narrator: Example

You will hear a girl talking about her friend. How does she sound?

Girl: Some people have it all, don't they? I mean, she's tall and good looking, never short of money, and on top of all that she always gets top marks at school. I wish I had just one of those things.

Narrator: The correct answer is C.

Narrator: Number 1

You will hear a man talking about newspaper stories. What does he say about them?

Man: As soon as anything becomes popular among young people, you can guarantee that you'll soon start reading shocking stories in the press about how dangerous it is. So I can't say I'm surprised.

Narrator: Number 2

You will hear a boy talking about a choice he has to make. What does he say?

Boy: I'm in two minds really. Obviously French is going to be more useful in the future, but I have to say I find Spanish more interesting.

Narrator: Number 3

You will hear part of an interview. What is the woman's opinion?

Man: So what have you learned from your studies of youth culture?

Woman: Well, firstly that there's no such thing. The term is just not broad enough to describe all the different variations of lifestyle, and so on.

Narrator: Number 4

You will hear a conversation about two young people. What does the woman say about them?

Man: Mary and Pat used to be such good friends. What happened?

Woman: Well, they still meet up sometimes but I think they've just developed separate interests and lifestyles.

Narrator: Number 5

You will hear a woman talking about adults and teenagers. What is her opinion?

Woman: Of course kids occasionally argue with their parents. They don't know what it's like to be an adult, and unfortunately most adults can't remember what it's like being a teenager. So what can you expect?

Narrator: Number 6

You will hear a conversation. What is the man trying to do?

Woman: It's so hard to get through to him. He's so uncommunicative.

Man: I'm sure it's just a phase he's going through. Don't worry, they all grow out of it soon enough.

Narrator: Number 7

You will hear a conversation between a boy and his mother. What is the boy asking for?

Mum: Look, these ones without the designer label are a lot cheaper.

Boy: Mum, I think I'm old enough to choose for myself. I know you're paying for them, but I'm the one who's going to wear them.

Narrator: Number 8

You will hear a man talking about his daughter. What does he say about her?

Man: She says she wants to be a pop star but it's a bit vague and I can't see that happening. I think she needs to scale down her ambitions a bit.

Narrator: Number 9

You will hear an Ansaphone message. Who is the woman probably talking to?

Tina: Hi John. It's Tina. Sorry I didn't get back to you earlier, but for some reason your message didn't come through till just now. Anyway, I've got those figures you were asking for. I'll email them to you this morning, OK? Bye.

Narrator: Number 10

You will hear a woman talking about her daughter's phone use. What opinion does she express?

Woman: Look, I know they all think it's important to keep in touch with your mates, but she spends ages chatting away on her mobile when I'm sure there are more valuable things she could be doing.

Section 2

Narrator: Number 11

You will hear a recording about a survey. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

Woman: A government report / on young people's attitudes / which was published yesterday / has revealed that / the number of teenagers / who are optimistic about their future / has fallen dramatically / over the last ten years. / It appears that their biggest concern / is the impact of climate change.

Section 3

Narrator: Numbers 12 to 16

You will hear part of a radio programme about young people and technology. First read the notes below, then listen and complete the notes with information from the programme. You will hear the recording twice.

Man: I think perhaps it's natural that when there are big technological changes happening, the older generation worries about the negative effects on young people's skills. Remember when calculators came in, people worried that kids would never learn to do what they called "proper math". But that was the generation that understood the very complex math behind the development of today's computers.

You see, I think the opposite happens: technology makes us better thinkers because it stretches our abilities. I'm pretty sure that when people first invented the wheel, all the old guys moaned that the younger generation would get too lazy to survive. In the same way, nowadays you get people complaining that people who see stuff mainly on screens don't understand things as well as those who were brought up on books. The same people say that texting is ruining kids' language skills. And all these things are blown up by the media, who of course love disaster stories.

Narrator: Numbers 17 to 21

You will hear part of an interview about children and food. First read the notes below, then listen and complete the notes with information from the interview.

Interviewer: Food can be a big battleground between kids and parents. Susan Hanson, you're a parent yourself as well as a nutritionist, so you should be well placed to talk about this.

Susan: Yes, I guess so. I've got a nine-year-old boy and a girl in her early teens, and I can understand why parents worry about it. I think the best advice I can give is to trust your kid's appetite. There's no point in trying to force them to eat when they don't feel like it – it just builds up negative feelings about food. And try to avoid offering alternatives when they refuse to eat something. There's a technique we recommend called "division of responsibility", which means that you decide on what meals to offer them and let them decide how much of it they want to eat.

Interviewer: What about overeating? That's a problem we hear more and more about these days.

Susan: Well, it helps to understand that our brains only realise we are full about twenty minutes after the food hits our stomachs. So if we still feel a bit hungry just after a meal, we shouldn't necessarily eat more. Usually though, the key point is not the amount, but the nutritional quality of the food.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.

Unit Five

Language skills

Listening: Detailed comprehension

Narrator: Listen to the radio broadcast reviewing new CDs and read the questions. Put a cross (X) in the box next to the correct answer, as in the example.

Man: Hi, this is Dave Pilot. Welcome to Global Sounds, our quarterly look at CDs from all over the world, which

might not make it into your local home entertainment megastore, but can be ordered through world music specialist outlets or online.

The first CD is an album called Forest Fire by South African band, Heat. I'm a big fan of Heat and have been really looking forward to Forest Fire, their third album coming out. Believe me, I was not disappointed when I heard it. Well worth waiting for. Although the group has new members, the band continues to thrill with its wide range of music and synthesised sounds. But not for playing when you want to chill out and be quiet. I'll play the title track a little later on.

My second album is from Turkey. It's a debut album from a singer called Jana, with a mix of traditional and modern songs. This is not likely to become a crossover global hit, but that's really down to the material. Certainly her self-written tracks are less accessible, but new artists need to be encouraged and, who knows, she could go a long way.

Finally, I'd like to mention an album which is a New Orleans compilation of different types of music from Louisiana. Blues, Cajun, Zydeco. If you're new to this type of music – buy it. It's got a fantastic range. If you're already a fan of Louisiana music, you'll probably own all the tracks already as they're all re-releases. Keep that hard-earned money for something else!

Speaking and listening: Discussion

Narrator: How would you argue against these opinions about food? Use the underlined words to help you and add other ideas.

Narrator: Example

Man: What's the point of boys learning to cook at school?

Narrator: Number 1

Woman: I think children should be allowed to eat what they like.

Narrator: Number 2

Woman: Everyone should buy organic food because it's healthy.

Narrator: Number 3

Man: I don't understand why people say fast food chains are bad, environmentally.

Narrator: Number 4

Man: Everyone should try to grow their own food.

Narrator: Number 5

Woman: It's much better to eat a big meal in the middle of the day than in the evening.

Narrator: Number 6

Man: I always think eating out is a waste of money.

Practice Test Five

Section 1

Narrator: You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.

Narrator: Example

Listen to the people speaking. Who are the speakers?

Woman: I've been looking for Capra – the master of black and white.

Man: Sorry, it's not in stock. But I can order you a copy for our delivery on Friday.

Woman: No – thanks. I need it for my college project this week. I'll have to try elsewhere. How much is it, by the way?

Man: It's usually twelve ninety-nine. But all our photography books are on special offer at the moment.

Narrator: The correct answer is B.

Narrator: Number 1

Listen to the man. Where is he?

Man: Well, how about that! I think you'll all agree that was an amazing half an hour of music from Pokey Lafarge

and the boys. We're now going to take a short break ... about ten minutes. And then right after the break we'll be asking you to give a big welcome to tonight's next band, The Jelly Babies! Don't go too far now!

Narrator: Number 2

Listen to the woman. What is she doing?

Woman: Excuse me, but d'you mind keeping it down a bit? You're not at home watching a DVD!

Man: Sorry? What's the problem?

Woman: You are. Some of us have actually come to watch the movie, you know.

Narrator: Number 3

Listen to the speakers. Why doesn't Rob want to go to the opera?

Woman: Hey, Rob. I've got two tickets for the opera tonight and Kay can't come. She's gone down with flu. Fancy coming?

Man: Opera? No thanks. It's way above my head.

Woman: It's only The Magic Flute.

Man: No, really. I won't have a clue what's going on.

Narrator: Number 4

Listen to the woman. What does she think about the painting?

Man: I love the colours in this one. It's so passionate.

Woman: Yes, it's OK, but at that price, frankly I'd expect something much more professional. It looks like something a local artists' group would hang in their library.

Narrator: Number 5

Listen to the man. Who is he?

Man: Can I have your attention, please? We have a little boy called Leo Howard who has lost his parents, waiting at the information tent next to the main festival stage. I repeat, would the parents of Leo Howard please come to the information tent to collect him. Thank you.

Narrator: Number 6

Listen to the speakers. What aspects of the arts are the people talking about?

Woman: I just don't think public money should be wasted on the arts in general, and that's got nothing to do with the standard of art on offer.

Man: But money is found for sport and for science.

Woman: Yes, but that's mostly from sponsorship – and also more people are interested in them than a pile of bricks called sculpture!

Narrator: Number 7

Listen to the speakers. What do they disagree about?

Woman: It was a violent film, sure, but not explicitly so.

Man: No, you're right, it was more suggested than graphic, but strong nevertheless. I felt it was a bit overlong actually and I could've done without all that camera angle trickery.

Woman: Oh no! I thought that was so clever. And what about DiCaprio as the gangster? Brilliant, I thought.

Man: Mmm, fantastic.

Narrator: Number 8

Listen to the man. What does he dislike about poetry readings?

Man: What I can't stand about poetry readings, whether it's in a great big lecture theatre or small club, is how the speakers put on this really, you know, kind of low hushed voice, which just sounds so false and unnatural – really embarrassing!

Narrator: Number 9

Listen to the speakers. What does the man agree to?

Woman: Hello. Theatre Royal.

Man: I've just received the two tickets I booked online for the twenty-fifth. Instead of stalls, you've sent circle tickets.

Woman: You must've clicked in the wrong place. And we have no stalls tickets left.

Man: So I can't exchange?

Woman: We can give you your money back.

Man: Oh well, I think I'll have to do that. My wife loathes the circle.

Narrator: Number 10

Listen to the recorded information. When does the Picture House alter its programme?

Woman: You have reached the Picture House ticket office. From Wednesday the sixth of January until Monday the eleventh, Screen One is showing Avatar, and Screen Two Sunday's Child. From Tuesday the twelfth, Screen One will be showing On Condition and Screen Two Killing the Dragon.

Section 2

Narrator: Number 11

You will hear a recording about a theatre. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

Man: The Tower Theatre, / which burned down in two thousand, / is to reopen this August. / Its award-winning architect / has designed a building / which is light, airy and welcoming. / The stylish exterior / is mostly glass, wood and polished steel. / Inside, the theatre has / a glamorous black and electric pink theme, / which extends throughout.

Section 3

Narrator: Numbers 12 to 16

You will hear a woman talking about the WOMADelaide music and dance festival in Australia. First read the notes below, then listen and complete the notes with information from the recording. You will hear the recording twice.

Woman: This year, WOMADelaide has bitten the bullet and is putting on a four-day festival! Yes indeed! From the fifth until the eighth of March you can enjoy performers from all over the world on its six outdoor stages. We've got over thirty acts from twenty-five countries to amaze your eyes, ears and soul. The festival also offers a KidZone, visual arts and a whole range of exciting street theatre programmes. Over a hundred stalls featuring arts, crafts and a mouth-watering array of international dishes are located in the Global Village. There are workshops for dancers and musicians too. Adelaide's Botanical Gardens provide the location for the festival and they are magical and relaxing – just the place to chill and enjoy the planet's music.

The WOMADelaide Foundation Ltd is a non-profit organisation which aims to foster and develop long-term cultural and educational activities through the festival. Everyone benefits, so take some time out, and come sit under the trees in the sun, soaking up the atmosphere of the world's most perfect festival.

Narrator: Numbers 17 to 21

You will hear an interview about the IMAX 3D cinema. First read the notes below, then listen and complete the notes with information from the conversation.

Man: So what exactly is IMAX?

Woman: Well, the term comes from the words Image Maximum and the IMAX experience can only be described as the most powerful and involving film experience possible.

Man: Wow! Sounds incredible.

Woman: It is. The difference between the IMAX experience and watching a film at a conventional cinema is that you feel you are actually there – inside the body or fighting for survival in Antarctica.

Man: But how does it work?

Woman: Well, conventional cinemas run thirty-five millimetre films, but IMAX has ten times the surface area of that, allowing that much more information to be captured and then projected on the screen.

Man: And what about the screen?

Woman: That too is ten times larger than a conventional screen and runs around the corners of your eyes, so to speak.

Man: And sound?

Woman: Well, there are four speakers behind the screen and one each side at the back. So yes, six speakers producing a crystal clear world of sound.

Man: Is it true that 3D glasses can hurt your eyes?

Woman: No. If they're properly made they are perfectly safe to wear.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.