

Test 1

Test 1

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

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

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

Example:

0 **A** mainly **B** considerably **C** virtually **D** substantially

0	A	B	C	D
☐	☐	☐	☒	☐

Canoeist discovers unknown waterfall

We live in an age in which **(0)** the entire planet has been documented and mapped. Explorers seem to be **(1)** wilderness to explore, so the discovery of unmapped waterfalls in a developed country is a rare **(2)** indeed.

Adam Shoalts was canoeing along the Aguin River in northern Canada when his boat **(3)** twelve metres into swirling white water below. Despite the **(4)** damage to his boat, Adam was thrilled to have tumbled down an unknown waterfall. Now with financial backing from the Royal Canadian Geographical Society (RCGS), he is planning to revisit the falls in order to plot and measure them. His data will be used to **(5)** maps of this remote area up to date. Its remoteness is reflected in the fact that it has a population **(6)** of fewer than one person per 50 square kilometres. It is **(7)** by the RCGS and Adam Shoalts himself that Adam's discovery may not be of the **(8)** of what past explorers found, but it shows that there's still much to be discovered.

- | | | | | |
|---|---------------------------|-------------------------|--------------------------|-------------------------|
| 1 | A falling short of | B missing out on | C cutting down on | D running out of |
| 2 | A episode | B undertaking | C occurrence | D instance |
| 3 | A plunged | B tore | C dashed | D flung |
| 4 | A sizeable | B widespread | C extensive | D ample |
| 5 | A bring | B put | C take | D mark |
| 6 | A capacity | B density | C consistency | D frequency |
| 7 | A disclosed | B granted | C declared | D acknowledged |
| 8 | A bulk | B volume | C magnitude | D expanse |

Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0

I	T	S															
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The attraction of Ferris wheels

When did you last see a Ferris wheel? Sometimes called observation wheels, they're becoming fixtures in our cityscapes. It seems that any city that wants to ensure **(0)** attractions are on show to the world must have a beautifully designed Ferris wheel. **(9)** these wheels are usually intended to be temporary structures, more often than not they end **(10)** staying for a number of reasons, not least because they become so highly thought **(11)** by residents and visitors.

So why do cities want them? There's very **(12)** doubt that they create a novel focus, but there are several other reasons. They may be used **(13)** symbols of resurgence or a modern complement to the usual historic attractions tourists visit. They're also cheaper and quicker to build than most other major landmarks. Finally, seeing the success they've **(14)** in many places, cities may feel **(15)** sense of competition and be driven **(16)** build bigger and better versions.

Part 3

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

Example:

0

L	I	K	E	L	I	H	O	O	D								
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

A summer clean for the mountains

On a summer hike in some winter ski areas there is more **(0)** of spotting drink cans and other litter discarded by skiers than mountain flora and fauna. Huge quantities of rubbish are slowly **(17)** as the snow melts. Because much of the litter is non-biodegradable, the amount is increasing. Plastic bags, bottles and cans, dropped by anonymous **(18)**, are just some of the examples found on the mountain sides. It's hard to view the task of cleaning it up with anything other than **(19)**

In an attempt to counter this, **(20)** resorts are now appealing to skiers to return in the summer and participate in mountain-cleaning days. These have been **(21)** introduced at weekends, when organisers can capitalise on the **(22)** of mountain areas with hikers and mountain-bikers, who will boost the turnout.

These days are sociable and fun, **(23)** those who take part to do something worthwhile. In some cases, up to 5 kilograms of litter can be gathered by each volunteer leaving the organisers with a ton of rubbish to be prepared for **(24)** In return for their help, litter-pickers are often treated to a barbecue at the end of the day.

LIKE
COVER
OFFENCE
PESSIMIST
NUMBER
SUCCEED
POPULAR
ABLE
DISPOSE

Part 4

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

Example:

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

ON

James to the head of department alone.

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

Example:

0	INSISTED ON SPEAKING
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Even though it had started to rain, we decided to continue our tennis match.

WITH

We decided to go the rain.

26 Jo loves living in the city and probably won't move.

UNLIKELY

It's the city as she loves living there.

27 My brother never considered the option of taking a year out, until I did it.

MIND

The option of taking a year out never , until I did it.

- 28 We never needed to show our train tickets during our journey.

REQUIRED

At no show our train tickets during our journey.

- 29 The delegates arrived late for the conference because of the traffic jam.

PREVENTED

The traffic jam time for the conference.

- 30 The manager admitted that debiting my account twice had been a mistake.

NOT

The manager admitted that my account should twice.

Part 5

You are going to read an article about tiny rocks from outer space. For questions **31 – 36**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

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

Space dust

A Norwegian musician who looks for micrometeorites – tiny rocks from outer space

Every day, millions of tiny rocks from space, no bigger than specks of dust, reach our planet. Known as micrometeorites, they are billions of years old, and were once part of the oldest rocks in our solar system. According to experts, about 12 micrometeorites now land on every square metre of our planet every year. This might not sound much, but in total it comes to 100 tonnes a day. 12 tonnes of that mass consists of water molecules. Furthermore, the micrometeorites also contain complex organic molecules of the sort required, for instance, for DNA. So this abundant rain of particles contains, as well as water, the stuff of life itself.

However, every day, other tiny particles also land, but they're not from outer space: things like dust from construction, exhaust fumes and sand. These terrestrial particles outnumber the micrometeorites by a billion to one. So when Jon Larsen, a Norwegian jazz musician, became fascinated by micrometeorites and began looking for them, he thought he would probably be unsuccessful. The experts he contacted were certain he would be. Until then, the only micrometeorites ever identified had been found in the Antarctic. Since falling to Earth billions of years ago, these had mostly been locked into rock and ice. Scientists knew how important it is to study micrometeorites, and were tantalised by the prospect that they might contain hints as to how life started on Earth. Yet no one had ever found recently arrived examples. In fact, so extremely unlikely was it, that they hadn't even tried.

What intrigued Larsen was that, if micrometeorites were regularly falling to Earth in such numbers, where were they? 'It was a very obvious contradiction,' he says. 'Most scientists agreed that they might be everywhere, but it simply wasn't possible to

find them. I had to try.' He turned to Matthew Genge, a senior lecturer at Imperial College London. 'For years we'd seen amateurs posting online about collecting micrometeorites,' says Genge. 'When they contact us we tell them it's not possible.' That's what he told Larsen. 'But he was persistent and kept emailing me photos of possible particles.' Larsen, to be fair, was far from starry-eyed. He had a humble, but also in some ways grand, vision for his project. His idea was to make a start, and perhaps devise a system that would eventually be perfected.

His technique was actually to look not for micrometeorites, but for the things that weren't, and like a detective, eliminate them from his enquiries. Finally, after six years, he found something he couldn't classify: it was smooth, dark, shiny, egg-shaped, and almost translucent. Larsen showed it to Genge. He looked at it and said, 'Yes, that's it.'

Genge's is a rarefied discipline. 'With micrometeorites you can start making predictions about the universe,' says Genge. 'They're not unique to our solar system and if they fall elsewhere, then they'll also be carrying water and complex organic molecules there. And if that's the case, the implications are very exciting. You can say that planets that have these bombardments are more likely to have life.' Scientists couldn't investigate this, however, until they had Larsen's examples to study.

Finally, Larsen showed me a micrometeorite. There under the microscope, it looked so unexpected, so odd – surely something like that would quickly catch the searcher's eye. But when I moved away from the lens, I got a sense of why it had taken so long for Larsen to get that far. Without the magic of magnification it was a boring grey speck again.

- 31** What point is highlighted in the first paragraph about micrometeorites on Earth?
- A** how much we depend on them for our existence
 - B** how significant the quantities of them are
 - C** how uneven the distribution of them is
 - D** how limited our awareness of them is
- 32** In the second paragraph, the writer says the experts
- A** thought micrometeorites were too complex for a non-scientist to understand.
 - B** were embarrassed at their lack of progress in the search for micrometeorites.
 - C** felt the difficulties involved in hunting for micrometeorites were overwhelming.
 - D** doubted the value of analysing micrometeorites found in a particular location.
- 33** What is stated about Larsen in the third paragraph?
- A** He was confused by conflicting opinions.
 - B** He felt motivated by the efforts of others.
 - C** He misunderstood what scientists required.
 - D** He had a realistic attitude towards his search.
- 34** The writer compares Larsen to a detective because
- A** he used a systematic method.
 - B** his intuition helped him in his work.
 - C** his approach was slow to yield results.
 - D** he was unsure precisely what to look for.
- 35** What point is made in the fifth paragraph?
- A** Speculation about micrometeorites only began recently.
 - B** A great deal of potential information is contained in micrometeorites.
 - C** Despite the need for more research, few people want to study micrometeorites.
 - D** Before Larsen found micrometeorites, scientists were unsure of their significance.
- 36** How did the writer feel after looking at the micrometeorite through a microscope?
- A** privileged to be able to see something so unusual
 - B** amazed that anyone would bother to look for it
 - C** puzzled that it had been so difficult to find
 - D** surprised at how large it seemed to be

Part 6

You are going to read four extracts from articles in which writers give their views on the relationship between technology and work. For questions 37 – 40, choose from the writers **A – D**. The writers may be chosen more than once.

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

Technology and the future of work

- A** Despite all the hype about modern jobs that would have been unimaginable to previous generations, the reality is, I believe, that the vast majority of the workforce is still employed in traditional occupations such as sales. Most workers' actions and decisions can be predicted, based on what they've done in similar situations in the past, and much of this predictable work will be susceptible to automation over the coming decades. Furthermore, it is questionable whether the jobs created by technology will be numerous enough to compensate for those that disappear. And while there will doubtless be many calls for improving retraining opportunities, it is unrealistic to expect that the bulk of the workforce can somehow be taught to take on the few roles that are beyond the reach of technology. This doesn't mean, however, that we should miss the opportunity to begin meaningful discussions about the issues of employment, or rather unemployment, which we face as a society and the types of strategies we might employ in order to adapt to a new reality.
- B** The conventional view has been that progress results in the automation of low-skilled jobs while creating more opportunity for the more highly skilled. However, in reality, technology has actually had a de-skilling effect. Shop cashiers, for example, used to have to quickly and accurately enter individual prices into the cash register. Now, they simply scan each item. In many sectors, it's the exclusively human abilities such as communication and social awareness which are becoming most highly valued – these will ultimately separate the economy's winners from the losers. Jobs are changing, and we need to ensure that effective learning opportunities are accessible and affordable for those who are willing and able to adapt to this rapid change. However, while progress may create new opportunities, it seems very unlikely that there will be enough of these new positions to absorb all the workers displaced from more predictable routine work.
- C** We shouldn't let uncertainties about the future of work prevent people from acquiring new skills through attending courses in order to become more valuable as the economy evolves. Individuals can and should do everything possible not only to adapt to the changes brought about by technology, but also to be ready to embrace the roles technology can't. After all, computers will only ever have a limited ability. However, I take very seriously the possibility that technology may for the first time be reducing the total number of people in work rather than increasing it. Therefore, it is important to realise that advice directed at individuals about how they can best adapt to new work practices is quite different from a discussion about what we should do as a society. Indeed, in my opinion, society as a whole can do very little to prepare for these changes.
- D** When the web first made the internet accessible worldwide, no-one predicted there would be such positions as search-engine optimisers, social media managers and countless other technology-related jobs of today. Furthermore, even those jobs which appear the same as they were a century ago are actually very different now. Bank clerks, for example, still concern themselves with tasks such as basic cash-handling. However, they have also taken on roles requiring more expertise like 'relationship banking'. This new aspect of the role involves what no machine can do: building relationships and strengthening customer loyalty, in order to advise on a range of other financial services. Indeed, as technology takes over more routine tasks, competencies such as dealing sympathetically with customers will be increasingly important when it comes to employability. We can be confident that this trend will continue, and it's most definitely time we began talking about government policies to deal with the changes that are coming, both in terms of jobs, and the way we do them.

Which writer

has the same view as A on whether there will be enough 'new' job opportunities created to employ all the people whose jobs have been lost due to automation?

37

expresses a different view from the other writers on whether technology will have an impact on employment prospects?

38

has a different opinion to C on whether training can enable people to compete with technology in the job market?

39

has a different opinion to B on whether technology has removed the need for job-specific skills?

40

Part 7

You are going to read an article about long-distance walking. Six paragraphs have been removed from the article. Choose from the paragraphs **A – G** the one which fits each gap (**41 – 46**). There is one extra paragraph which you do not need to use.

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

Long-distance walking

Long-distance walking is a subject that has long interested me as a journalist, but that is also of concern to geographers, poets, historians and film students. In recent years the film industry has produced *Wild*, an account of the writer Cheryl Strayed's walk along the 4,000 km Pacific Crest Trail, and an adaptation of Bill Bryson's *A Walk in the Woods*, in which the writer attempts to hike the 3,300 km Appalachian Trail.

41

For Bryson, it was simply a response to a small voice in his head that said, 'Sounds neat! Let's do it.' For Strayed, whose memoir inspired *Wild*, the reasons were more complex. Battered by a saddening series of personal problems, she walked the trail in the hope that the experience would provide a release.

42

For me, the attraction of such walks has nothing to do with length for its own sake and everything to do with the fact that long trails invariably provide a journey with a compelling academic structure. Many long walks tick the geographic box, not least the Appalachian and Spain's GR11 trails, which are both defined by great mountain ranges that guarantee topographical appeal.

43

Such links to the past are to be found on shorter walks, but on a longer trail the passing of the days connects us more profoundly to the same slow, enforced journeys made by travellers before cars, planes or trains. They also reconnect us to

the scale of our world – a kilometre, never mind 100, means something when you walk it. But what of the more specific pleasures of a long walk?

44

Strayed shares this idea, writing that her trek 'had nothing to do with backpacking fads or philosophies of any particular era or even with getting from point A to point B. It had to do with how it felt to be in the wild. With what it was like to walk with no reason other than to witness the accumulation of trees and meadows, streams and rocks, sunrises and sunsets.'

45

These are what Bryson is referring to when he says, about trekking, that you have 'no engagements, commitments, obligations or duties ... and only the smallest, least complicated of wants'. In *Wanderlust: A History of Walking*, the author Rebecca Solnit explores another of hiking's pleasures – the way it allows us to think. Walking is slow, she writes; '... the mind, like the feet, works at about three miles an hour ...'

46

In my experience, though, the longer you walk, actually the *less* you think. A trek often begins with me teasing at some problem, but by journey's end, walking has left my mind curiously still. As the Danish philosopher Kierkegaard put it, 'I have walked myself into my best thoughts,' but 'I know of no thought so burdensome that one cannot walk away from it.'

- A** Mine begin with the allure of beautiful landscapes, a notion nurtured by 19th-century Romantic poets such as Wordsworth and Coleridge, both 'walkers' in the modern sense at a time when walking usually suggested vagrancy or poverty. They helped suggest the idea that Nature, far from being a malign force, can be a balm for the soul.
- B** As the ancient historian Jerome once said: 'to solve a problem, walk around.' 'All truly great thoughts are conceived by walking,' said the great philosopher Nietzsche, while the novelist Charles Dickens observed: 'It is not easy to walk alone in the country without musing upon something.'
- C** Having spent most of my spare time tackling long-distance trails, including the Pacific Crest Trail and sections of Spain's 800-km GR11, I am ideally placed to explore the question: what is it that inspires people to hike thousands of kilometres?
- D** The scenic highlights of those recent long walks are many. On longer walks the landscape's effect, as Strayed suggests, is cumulative: the countryside changes over time, sometimes subtly, often dramatically. Having reached a summit or crossed a pass, a sense of ownership or belonging begins to develop.
- E** What's more, to walk for long periods is to escape jobs, people and life's minutiae for routines of a different, more nourishing kind. The effects of solitude, like those of landscape, accrue over time. Simple pleasures and modest imperatives become the most important things in life – chocolate, dry clothes, blister-free feet.
- F** But any long walk is also the sum of its parts, and in the Pyrenees these parts often consist of ancient paths between settlements. Time and again on the GR11, I walked along part-cobbled paths, edged with crumbling walls and terraces, the work of centuries lost in a generation.
- G** Between the two extremes, doing it for fun and the journey of self-discovery and healing, are countless other motivations and pleasures that draw us to the outdoors and the ancient imperative of covering immense distances on foot.

Part 8

You are going to read an article about the science of flavour. For questions **47 – 56**, choose from the sections (**A – D**). The sections may be chosen more than once.
Mark your answers **on the separate answer sheet**.

In which section does the writer

mention that people are tempted to purchase certain foods without realising why?

47

give an instance of flavour being suppressed?

48

define what a term means in a specific context?

49

say some effects cannot yet be fully explained?

50

give a physical explanation for a close connection?

51

emphasise how long a prejudice has existed?

52

assert that there are multiple benefits to recent findings about taste?

53

say that the ability to perceive a wide range of tastes is increasingly being acknowledged?

54

claim people make an effort to acquire a liking for something?

55

say few people used to be interested in examining the senses associated with taste?

56

The science of flavour

- A** Oxford psychologist Charles Spence has spent many years discovering that little of how we experience flavour is to do with the taste buds in our mouths. In fact smell, vision, touch and even sound dictate how we perceive flavours. When Spence started studying the sensory science behind flavour perception, it was a deeply unfashionable subject. He says that from ancient times, there was a notion that the senses involved in eating and drinking were less sophisticated than those of hearing and vision. Now, no one questions the validity of the research field he calls 'gastrophysics'. Spence heads the Crossmodal Research Laboratory at the University of Oxford. 'Crossmodal', here, is the investigation of how all the senses interact. Although we rarely realise it, when it comes to flavour perception, we all have synaesthesia. That is, our senses intermingle so that our brains combine shapes, textures, colours and even sounds with corresponding tastes.
- B** Take a perfectly ripe strawberry: scarlet, heart-shaped and neatly dimpled with seeds. Red and roundness are psychological cues for sweetness. The smell conjures memories we associate with the fruit – summer picnics, say, and the positive feelings that go with them. Freshness is felt in the first bite: the subtle crunch confirms it, even before we taste the juice. But if you've ever experienced the blandness of eating a strawberry while holding your nose, you'll believe the oft-quoted statistic that flavour is 80% down to smell. In reality, it's impossible to quantify precisely just how much flavour is delivered through the nose, but it is certainly more influential than the limited number of tastes our tongues pick up: sweet, sour, savoury (otherwise known by the Japanese term, *umami*), salt and bitter. There's a growing acceptance that we can also detect less obvious tastes such as metallic, fat, carbonation, water and calcium, among others.
- C** Furthermore, aroma is bound up with memory and emotion. 'The nerves relating to smell go directly to the amygdalae,' says Avery Gilbert, a world authority on smell. 'These are areas of the brain involved in emotional response – fight or flight, positive and negative emotion.' This is why food and nostalgia are so entwined: the brain has paired the aroma with the experience. Flavour preferences are learned by positive associations (a great holiday), or negative ones (feeling unwell). On the flipside, while salt and sugar appreciation is hard-wired, we learn to love the bitterness of coffee through sheer force of will (wanting to be grown up). Research findings about the effects of colour, shape, touch sensations and sound on flavour have triggered a trend for sensory seasoning. Want to intensify sweetness? Use a red light bulb, make the food round rather than angular, or play high-pitched music – all of the above have increased the perception of sweetness in studies. The sounds of crinkly packaging, and crunchy food, increase perception of freshness. Want more savoury? Put some low-pitched music on.
- D** When it comes to dinnerware, the heavier it is, the more viscous, creamy and expensive the food served is perceived to be. And if you hold the bowl while eating, you'll feel fuller, sooner. There's little evidence as to why this is the case, but ingrained associations are often suggested. Young people associate blue with raspberry-flavoured drinks. Red often signifies ripeness in nature. It feels intuitively right that jagged shapes and sounds would go with bitterness, whereas sweet is comfortably round. Big food brands use these associations to surreptitiously increase appeal. Meanwhile, chefs love them because they heighten the senses. 'Cooking is probably the most multisensual art. I try to stimulate all the senses,' renowned Spanish chef Ferran Adrià has said. However, it isn't only big chefs and the food industry who can put the science to use. It can demystify appetite and flavour for everyone, inform and inspire us to eat well, while offering a window into the bigger picture of how our senses and minds work.

WRITING (1 hour 30 minutes)

Part 1

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

- 1 Your class has just listened to a discussion on ways in which people can use their free time effectively. You have made the notes below:

Ways of using free time effectively:

- contributing to community projects
- learning practical skills
- taking up healthy activities

Some opinions expressed in the discussion:

"When you help others, you get a lot out of it too."

"I love using things I've repaired or made myself."

"Physical activity is important for everyone."

Write an essay for your tutor discussing **two** of the ways of using free time effectively in your notes. You should **explain which way you think is more effective, giving reasons** in support of your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Part 2

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

- 2** You are a student at an international college. For the last six months you have spent two days a week doing work experience with a local company. Your course director at college has now asked you to write a report about your work experience.

Your report should describe the work you did, say whether you think this work experience was a valuable part of your studies and suggest ways in which the organisation of the work experience could be improved.

Write your **report**.

- 3** You wanted to learn to play a musical instrument and could not decide which instrument to play. You took part in a scheme which lends musical instruments to people for a period of six months.

You decide to write an online review of this scheme. In your review you should explain the advantages and disadvantages of the scheme and evaluate how helpful it is for people deciding which musical instrument to play.

Write your **review**.

- 4** An international business often pays for projects to support families in different countries, for example they may pay for a child's education.

You decide to write a proposal to the company to suggest a project. In your proposal you should outline the kind of project that you think would be suitable and explain the benefits for families.

Write your **proposal**.

LISTENING (approximately 40 minutes)

Part 1

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



Listening test audio

Extract One

You hear two managers talking about interviewing people for jobs.

- 1 The man and the woman both say that job candidates should display
 - A evidence of initiative.
 - B good communication skills.
 - C relevant previous experience.
- 2 The woman says that a person she recently interviewed
 - A did insufficient research about the company.
 - B failed to demonstrate an ability to work in a team.
 - C revealed her lack of interest in the post she was applying for.

Extract Two

You hear two friends discussing online learning compared to college-based learning.

- 3 Why does the woman think an online course would be better than a college course for the man?
 - A It would be more likely to meet his particular needs.
 - B He would receive more personal attention.
 - C It would be easier to prepare for.
- 4 The woman warns the man that if he does an online course, he might
 - A have problems focussing on his studies.
 - B need to cut back on his social life.
 - C find his job prospects limited.

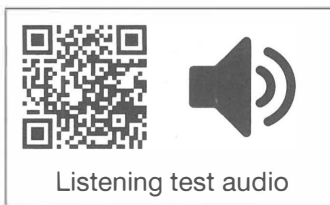
Extract Three

You hear two friends talking about the jetlag they suffer after long aeroplane flights.

- 5 How does the man feel when he has jetlag?
- A surprised by his inability to remember things
 - B frustrated with the monotony of everyday tasks
 - C relieved at the understanding shown by superiors
- 6 What is the woman doing when talking to her friend about jetlag?
- A evaluating remedies
 - B justifying a misunderstanding
 - C praising recent findings

Part 2

You will hear a student called Tara Watkins talking about her work as a volunteer on a wildlife reserve in South Africa. For questions **7 – 14**, complete the sentences with a word or short phrase.



Working on a wildlife reserve in South Africa

Tara went to the wildlife reserve in South Africa because the work there related to her university course on **(7)**

Tara was excited about doing research into **(8)**
on the wildlife reserve.

When she arrived, Tara found travelling by **(9)** was
rather difficult.

Tara uses the word **(10)** to describe how she feels about the
scenery of the wildlife reserve.

Finding that **(11)** generated energy at the lodge was a pleasant
surprise for Tara.

Tara personally found the variety of tasks that volunteers did in the reserve
(12)

Tara felt the task she did near the **(13)** would provide vital data
for further work.

Rangers used the expression **(14)** to emphasise the importance
of the volunteers' contribution to conservation.

Part 3

You will hear an interview with John Harvey and Meredith Jackson, who have just written a book together about collecting things. For questions **15 – 20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.



Listening test audio

- 15 John and Meredith share the opinion that, in general, collections
 - A don't often have much monetary worth.
 - B reflect the life experiences of collectors.
 - C aren't defined in terms of quantity.
 - D involve a considerable investment of time.
- 16 When asked about collectors' views on the appearance of the objects collected, Meredith highlights
 - A the need to have distinctively-coloured items in a collection.
 - B the strict rules that established collectors set themselves.
 - C the willingness of collectors to share information with others.
 - D the importance of how a collection is presented.
- 17 What made John start to collect chairs?
 - A a longstanding interest in comfort
 - B a childhood instinct for the unusual
 - C a wish to improve his academic reputation
 - D a curiosity about the principles of their structure
- 18 Why did Meredith buy her first designer scarf?
 - A as a reaction to a colleague's criticism
 - B in the hope of making a profit
 - C in a deliberate show of vanity
 - D as a reward for doing a good job
- 19 John views the majority of the chairs in his collection as
 - A functional objects to be enjoyed.
 - B reminders of a golden age of furniture.
 - C talking points to stimulate conversation.
 - D precious pieces that need safeguarding from visitors.
- 20 John says that giving up collecting
 - A would free up valuable space.
 - B is unlikely to be an option for him.
 - C would be a great loss to his life.
 - D might actually be a sensible idea.

Part 4



Listening test audio

Test 1

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p. 116



p. 124

You will hear five short extracts in which professional dancers are talking about their life in dance companies.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**) how each speaker feels before they go on stage.

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) what each speaker appreciates about their career.

While you listen, you must complete both tasks.

- A** unsure about having practised enough
- B** afraid of letting others down
- C** nervous about remembering all the steps
- D** apprehensive about getting injured
- E** worried about the size of the audience
- F** concerned about potential problems with the costume
- G** anxious about being fit enough
- H** afraid of what dance critics might say

Speaker 1

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Speaker 2

	22
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Speaker 3

	23
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Speaker 4

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Speaker 5

	25
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- A** having opportunities for travel

- B** being able to meet a variety of people

- C** becoming famous

- D** earning a lot of money

- E** having new challenges

- F** being exposed to different types of music

- G** following a flexible work schedule

- H** inspiring others

Speaker 1

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Speaker 2

	27
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Speaker 3

	28
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Speaker 4

	29
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Speaker 5

	30
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