

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 straight B common C everyday D conventional

0

A

B

C

D

Studying black bears

After years studying North America's black bears in the (0) way, wildlife biologist Luke Robertson felt no closer to understanding the creatures. He realised that he had to (1) their trust. Abandoning scientific detachment, he took the daring step of forming relationships with the animals, bringing them food to gain their acceptance.

The (2) this has given him into their behaviour has allowed him to dispel certain myths about bears. (3) to popular belief, he contends that bears do not (4) as much for fruit as previously supposed. He also (5) claims that they are ferocious. He says that people should not be (6) by behaviour such as swatting paws on the ground, as this is a defensive, rather than an aggressive, act.

However, Robertson is no sentimentalist. After devoting years of his life to the bears, he is under no (7) about their feelings for him. It is clear that their interest in him does not (8) beyond the food he brings.

- | | | | | |
|---|--------------|-------------|---------------|-----------------|
| 1 | A catch | B win | C achieve | D receive |
| 2 | A perception | B awareness | C insight | D vision |
| 3 | A Opposite | B Opposed | C Contrary | D Contradictory |
| 4 | A care | B bother | C desire | D hope |
| 5 | A concludes | B disputes | C reasons | D argues |
| 6 | A misguided | B misled | C misdirected | D misinformed |
| 7 | A error | B doubt | C illusion | D impression |
| 8 | A expand | B spread | C widen | D extend |

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 S

The origin of language

The truth (0) nobody really knows how language first began. Did we all start talking at around the same time (9) of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in (10) a way that we are programmed for language from the moment of birth. In (11) words, language came about as a result of an evolutionary change in our brains at some stage.

Language (12) well be programmed into the brain but, (13) this, people still need stimulus from others around them. From studies, we know that (14) children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so. This research shows, if (15) else, that language is a social activity, not something invented (16) isolation.

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 P R O F E S S I O N A L

Training sports champions

What are the abilities that a (0) sports person needs? To guarantee that opponents can be (17) , speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive (18) regime and a highly nutritious diet are vital for top-level performance. It is carbohydrates, rather than proteins and fat, that provide athletes with the (19) they need to compete. This means that pasta is more (20) than eggs or meat. Such a diet enables them to move very energetically when required. Failure to follow a sensible diet can result in the (21) to maintain stamina.

Regular training to increase muscular (22) is also a vital part of a professional's regime, and this is (23) done by exercising with weights. Sports people are prone to injury but a quality training regime can ensure that the (24) of these can be minimised.

PROFESSION
COME
FIT
ENDURE
BENEFIT
ABLE
STRONG
TYPE
SEVERE

Part 4

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

Example:

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

ON

James to the head of department alone.

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

Example: 0

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

25 My brother now earns far less than he did when he was younger.

NEARLY

My brother much now as he did when he was younger.

26 They are demolishing the old bus station and replacing it with a new one.

PULLED

The old bus station is with a new one.

27 The number of students now at university has reached an all-time high, apparently.

THE

The number of students now at university is been, apparently.

28 I'm disappointed with the Fishers' new album when I compare it to their previous one.

COMPARISON

I think the Fishers' new album is their previous one.

29 Anna got the job even though she didn't have much experience in public relations.

SPITE

Anna got the job of experience in public relations.

30 'I must warn you how dangerous it is to cycle at night without any lights,' said the police officer to Max.

DANGERS

Max received a at night without any lights from the police officer.

Part 5

You are going to read the introduction to a book about the history of colour. 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.

Introduction to a book about the history of colour

This book examines how the ever-changing role of colour in society has been reflected in manuscripts, stained glass, clothing, painting and popular culture. Colour is a natural phenomenon, of course, but it is also a complex cultural construct that resists generalization and, indeed, analysis itself. No doubt this is why serious works devoted to colour are rare, and rarer still are those that aim to study it in historical context. Many authors search for the universal or archetypal truths they imagine reside in colour, but for the historian, such truths do not exist. Colour is first and foremost a social phenomenon. There is no transcultural truth to colour perception, despite what many books based on poorly grasped neurobiology or – even worse – on pseudoscientific pop psychology would have us believe. Such books unfortunately clutter the bibliography on the subject, and even do it harm.

The silence of historians on the subject of colour, or more particularly their difficulty in conceiving colour as a subject separate from other historical phenomena, is the result of three different sets of problems. The first concerns documentation and preservation. We see the colours transmitted to us by the past as time has altered them and not as they were originally. Moreover, we see them under light conditions that often are entirely different from those known by past societies. And finally, over the decades we have developed the habit of looking at objects from the past in black-and-white photographs and, despite the current diffusion of colour photography, our ways of thinking about and reacting to these objects seem to have remained more or less black and white.

The second set of problems concerns methodology. As soon as the historian seeks to study colour, he must grapple with a host of factors all at once: physics, chemistry, materials, and techniques of production, as well as iconography, ideology, and the symbolic meanings that colours convey. How to make sense of all of these elements? How can one establish an analytical model facilitating the study of images and coloured objects? No researcher, no method, has yet been able to resolve these problems, because among the numerous facts pertaining to colour, a researcher tends to select those facts that support his study and to conveniently forget those that contradict it. This is clearly a poor way to conduct research. And it is made worse by the temptation to apply to the objects and images of a given historical period information found in texts of that period. The proper method – at least in the first phase of analysis – is to proceed as do palaeontologists (who must study cave paintings without the aid of texts): by extrapolating from the images and the objects themselves a logic and a system based on various concrete factors such as the rate of occurrence of particular objects and motifs, their distribution and disposition. In short, one undertakes the internal structural analysis with which any study of an image or coloured object should begin.

The third set of problems is philosophical: it is wrong to project our own conceptions and definitions of colour onto the images, objects and monuments of past centuries. Our judgements and values are not those of previous societies (and no doubt they will change again in the future). For the writer-historian looking at the definitions and taxonomy of colour, the danger of anachronism is very real. For example, the spectrum with its natural order of colours was unknown before the seventeenth century, while the notion of primary and secondary colours did not become common until the nineteenth century. These are not eternal notions but stages in the ever-changing history of knowledge.

I have reflected on such issues at greater length in my previous work, so while the present book does address certain of them, for the most part it is devoted to other topics. Nor is it concerned only with the history of colour in images and artworks – in any case that area still has many gaps to be filled. Rather, the aim of this book is to examine all kinds of objects in order to consider the different facets of the history of colour and to show how far beyond the artistic sphere this history reaches. The history of painting is one thing; that of colour is another, much larger, question. Most studies devoted to the history of colour err in considering only the pictorial, artistic or scientific realms. But the lessons to be learned from colour and its real interest lie elsewhere.

- 31 What problem regarding colour does the writer explain in the first paragraph?
- A Our view of colour is strongly affected by changing fashion.
 - B Analysis is complicated by the bewildering number of natural colours.
 - C Colours can have different associations in different parts of the world.
 - D Certain popular books have dismissed colour as insignificant.
- 32 What is the first reason the writer gives for the lack of academic work on the history of colour?
- A There are problems of reliability associated with the artefacts available.
 - B Historians have seen colour as being outside their field of expertise.
 - C Colour has been rather looked down upon as a fit subject for academic study.
 - D Very little documentation exists for historians to use.
- 33 The writer suggests that the priority when conducting historical research on colour is to
- A ignore the interpretations of other modern day historians.
 - B focus one's interest as far back as the prehistoric era.
 - C find some way of organising the mass of available data.
 - D relate pictures to information from other sources.
- 34 In the fourth paragraph, the writer says that the historian writing about colour should be careful
- A not to analyse in an old-fashioned way.
 - B when making basic distinctions between key ideas.
 - C not to make unwise predictions.
 - D when using certain terms and concepts.
- 35 In the fifth paragraph, the writer says there needs to be further research done on
- A the history of colour in relation to objects in the world around us.
 - B the concerns he has raised in an earlier publication.
 - C the many ways in which artists have used colour over the years.
 - D the relationship between artistic works and the history of colour.
- 36 An idea recurring in the text is that people who have studied colour have
- A failed to keep up with scientific developments.
 - B not understood its global significance.
 - C found it difficult to be fully objective.
 - D been muddled about their basic aims.

Part 6

You are going to read four reviews of a book about how architecture can affect the emotions. For questions 37 – 40, choose from the reviews A – D. The reviews may be chosen more than once.

The Architecture of Happiness

Four reviewers comment on philosopher Alain De Botton's book

A Alain de Botton is a brave and highly intelligent writer who writes about complex subjects, clarifying the arcane for the layman. Now, with typical self-assurance, he has turned to the subject of architecture. The essential theme of his book is how architecture influences mood and behaviour. It is not about the specifically architectural characteristics of space and design, but much more about the emotions that architecture inspires in the users of buildings. Yet architects do not normally talk nowadays very much about emotion and beauty. They talk about design and function. De Botton's message, then, is fairly simple but worthwhile precisely because it is simple, readable and timely. His commendable aim is to encourage architects, and society more generally, to pay more attention to the psychological consequences of design in architecture: architecture should be treated as something that affects all our lives, our happiness and well-being.

B Alain de Botton raises important, previously unasked, questions concerning the quest for beauty in architecture, or its rejection or denial. Yet one is left with the feeling that he needed the help and support of earlier authors on the subject to walk him across the daunting threshold of architecture itself. And he is given to making extraordinary claims: 'Architecture is perplexing ... in how inconsistent is its capacity to generate the happiness on which its claim to our attention is founded.' If architecture's capacity to generate happiness is inconsistent, this might be because happiness has rarely been something architects think about. De Botton never once discusses the importance of such dull, yet determining, matters as finance or planning laws, much less inventions such as the lift or reinforced concrete. He appears to believe that architects are still masters of their art, when increasingly they are cogs in a global machine for building in which beauty, and how de Botton feels about it, are increasingly beside the point.

C In *The Architecture of Happiness*, Alain de Botton has a great time making bold and amusing judgements about architecture, with lavish and imaginative references, but anyone in search of privileged insights into the substance of building design should be warned that he is not looking at drain schedules or pipe runs. He worries away, as many architects do, at how inert material things can convey meaning and alter consciousness. Although he is a rigorous thinker, most of de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, are not particularly new. However, this is an engaging and intelligent book on architecture and something everyone, professionals within the field in particular, should read.

D Do we want our buildings merely to shelter us, or do we also want them to speak to us? Can the right sort of architecture even improve our character? Music mirrors the dynamics of our emotional lives. Mightn't architecture work the same way? De Botton thinks so, and in *The Architecture of Happiness* he makes the most of this theme on his jolly trip through the world of architecture. De Botton certainly writes with conviction and, while focusing on happiness can be a lovely way to make sense of architectural beauty, it probably won't be of much help in resolving conflicts of taste.

Which reviewer

has a different opinion from the others on the confidence with which de Botton discusses architecture?

37

shares reviewer A's opinion whether architects should take note of de Botton's ideas?

38

expresses a similar view to reviewer B regarding the extent to which architects share de Botton's concerns?

39

has a different view to reviewer C on the originality of some of de Botton's ideas?

40

READING AND USE OF ENGLISH | SAMPLE PAPER 1

Part 7

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. 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.

Scottish Wildcat

On my living-room wall I have a painting of a wildcat by John Holmes of which I am extremely fond. It depicts a snarling, spitting animal, teeth bared and back arched: a taut coiled spring ready to unleash some unknown fury.

41

However, the physical differences are tangible. The wildcat is a much larger animal, weighing in some cases up to seven kilos, the same as a typical male fox. The coat pattern is superficially similar to a domestic tabby cat but it is all stripes and no spots. The tail is thicker and blunter, with three to five black rings. The animal has an altogether heavier look.

The Scottish wildcat was originally distinguished as a separate subspecies in 1912, but it is now generally recognised that there is little difference between the Scottish and other European populations. According to an excellent report on the wildcat printed in 1991, the animals originally occurred in a variety of habitats throughout Europe.

42

It was during the nineteenth century, with the establishment of many estates used by landowners for hunting, that the wildcat became a nuisance and its rapid decline really began; 198 wildcats were killed in three years in the area of Glengarry, for example. However, things were later to improve for the species.

43

The future is by no means secure, though, and recent evidence suggests that the wildcat is particularly vulnerable to local eradication, especially in the remoter parts of northern and

western Scotland. This is a cause for real concern, given that the animals in these areas have less contact with domestic cats and are therefore purer.

44

Part of the problem stems from the fact that the accepted physical description of the species originates from the selective nature of the examination process by the British Natural History Museum at the start of the century, and this has been used as the type-definition for the animal ever since. Animals that did not conform to that large blunt-tailed 'tabby' description were discarded as not being wildcats. In other words, an artificial collection of specimens was built up, exhibiting the features considered typical of the wildcat.

The current research aims to resolve this potential problem. It is attempting to find out whether there are any physical features which characterise the so-called wild-living cats.

45

But what of his lifestyle? Wildcat kittens are usually born in May/June in a secluded den, secreted in a gap amongst boulders. Another favourite location is in the roots of a tree.

46

Rabbits are a favourite prey, and some of the best areas to see wildcats are at rabbit warrens close to the forest and moorland edge. Mice, small birds and even insects also form a large part of the diet, and the animal may occasionally take young deer.

The wildcat is one of the Scottish Highlands' most exciting animals. Catch a glimpse of one and the memory will linger forever.

A The recruitment of men to the armed forces during the conflict in Europe from 1914 to 1918 meant there was very little persecution, since gamekeepers went off to fight. As the number of gamekeepers decreased, the wildcat began to increase its range, recolonising many of its former haunts. Extinction was narrowly averted.

B The wildcat waits for a while in rapt concentration, ears twitching and eyes watching, seeing everything and hearing everything, trying to detect the tell-tale movement of a vole or a mouse. But there is nothing, and in another leap he disappears into the gloom.

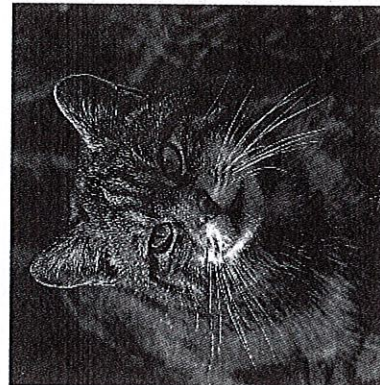
C The results, which are expected shortly, will be fascinating. But anyone who has seen a wildcat will be in little doubt that there is indeed a unique and distinctive animal living in the Scottish Highlands, whatever his background.

D They probably used deciduous and coniferous woodland for shelter, particularly in winter, and hunted over more open areas such as forest edge, open woodland, thickets and scrub, grassy areas and marsh. The wildcat was probably driven into more mountainous areas by a combination of deforestation and persecution.

E As the animals emerge, their curiosity is aroused by every movement and rustle in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.

F This is what makes many people think that the wildcat is a species in its own right. Research currently being undertaken by Scottish Natural Heritage is investigating whether the wildcat really is distinct from its home-living cousin, or whether it is nothing more than a wild-living form of the domestic cat.

G It is a typical image most folk have of the beast, but it is very much a false one, for the wildcat is little more than a bigger version of the domestic cat, and probably shows his anger as often.



Part 8

You are going to read a magazine article in which five career consultants give advice about starting a career. For questions 47 – 56, choose from the consultants (A – E). The consultants may be chosen more than once.

Mark your answers on the separate answer sheet.

Which consultant makes the following statements?

- Keep your final objective in mind when you are planning to change jobs. 47
- It takes time to become familiar with the characteristics of a company you have joined. 48
- You should demonstrate determination to improve your job prospects. 49
- Make sure your approach for information is positive in tone. 50
- It is not certain that you will be given very much support in your job initially. 51
- Stay optimistic in spite of setbacks. 52
- Promotion isn't the only way to increase your expertise. 53
- Ask for information about your shortcomings. 54
- Some information you are given may not give a complete picture. 55
- It will be some time before you start giving your employers their money's worth. 56

Starting out on your career

Are you a graduate trying to plan out the best career path for yourself? We've asked five careers consultants to give some tips on how to go about it.

Consultant A

A university degree is no guarantee of a job, and job hunting in itself requires a whole set of skills. If you find you are not getting past the first interview, ask yourself what is happening. Is it a failure to communicate or are there some skills you lack? Once you see patterns emerging it will help you decide whether the gaps you have identified can be filled relatively easily. If you cannot work out what the mismatch is, get back to the selection panel with more probing questions, and find out what you need to do to bring yourself up to the level of qualification that would make you more attractive to them; but be careful to make this sound like a genuine request rather than a challenge or complaint.

Consultant B

Do not be too dispirited if you are turned down for a job, but think about the reasons the employers give. They often say it is because others are 'better qualified', but they use the term loosely. Those who made the second interview might have been studying the same subject as you and be of similar ability level, but they had something which made them a closer match to the selector's ideal. That could be experience gained through projects or vacation work, or it might be that they were better at communicating what they could offer. Do not take the comments at face value: think back to the interviews that generated them and make a list of where you think the shortfall in your performance lies. With this sort of analytical approach you will eventually get your foot in the door.

Consultant C

Deciding how long you should stay in your first job is a tough call. Stay too long and future employers may question your drive and ambition. Of course, it depends where you are aiming. There can be advantages in moving sideways rather than up, if you want to gain

real depth of knowledge. If you are a graduate, spending five or six years in the same job is not too long provided that you take full advantage of the experience. However, do not use this as an excuse for apathy. Graduates sometimes fail to take ownership of their careers and take the initiative. It is up to you to make the most of what's available within a company, and to monitor your progress in case you need to move on. This applies particularly if you are still not sure where your career path lies.

Consultant D

It is helpful to think through what kind of experience you need to get your dream job and it is not a problem to move around to a certain extent. But in the early stages of your career you need a definite strategy for reaching your goal, so think about that carefully before deciding to move on from your first job. You must cultivate patience to master any role. There is no guarantee that you will get adequate training, and research has shown that if you do not receive proper help in a new role, it can take 18 months to master it.

Consultant E

A prospective employer does not want to see that you have changed jobs every six months with no thread running between them. You need to be able to demonstrate the quality of your experience to a future employer, and too many moves too quickly can be a bad thing. In any company it takes three to six months for a new employee to get up to speed with the structure and the culture of the company. From the company's perspective, they will not receive any return on the investment in your salary until you have been there for 18 months. This is when they begin to get most value from you – you are still fired up and enthusiastic. If you leave after six months it has not been a good investment – and may make other employers wary.

2

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 attended a panel discussion on facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **giving reasons** in support of your answer.

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.

3

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 have just completed six months in a new job. In preparation for a progress meeting, you have been asked to write a report to your manager.

Your report should explain what you feel you have achieved in the job so far, describe any problems you have had, and suggest any future training that would be suitable.

Write your **report**.

- 3 You see the following announcement on a website, *Great Lives*:

Reviews wanted

Send us a review of a book or film that focuses on somebody who has made an important contribution to society.

Did you learn anything new about the person's life from the book or film? Did the book or film help you understand why this person made their important contribution?

Write your **review**.

- 4 You have received a letter from an English friend:

...

My new job is great, and next month I get to travel on business. Guess what – I'm actually coming to your town for a week!

I'll be free some evenings and one weekend. I want to make the most of this opportunity, so I'd like your advice please: where to go, what to do, and why?

Cheers,
Chris

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

Part 1

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

Extract One

You hear two friends discussing the topic of marketing.

1 Which aspect of college publicity material do the friends disagree about?

- A how useful the environmental rating system is
- B how well the different courses are described
- C how visually attractive the brochures are

2 In the woman's opinion, companies link themselves with charities in order to

- A boost their profits.
- B improve their image in society.
- C distract attention away from other issues.

Extract Two

You hear two friends talking about ways of keeping fit.

3 What is the woman's criticism of exercising in gyms?

- A Members get limited access to the facilities.
- B The membership cost is too high for the services offered.
- C It encourages exercise habits that lead to unhealthy lifestyles.

4 How does the man respond to his friend's criticism?

- A He objects to her making sweeping generalisations about gyms.
- B He questions the value of excessive gym attendance.
- C He suspects she'd enjoy a different type of gym.

Extract Three

You hear a woman telling a friend about living in her capital city as a student.

5 What is she doing during the conversation?

- A admitting to regrets about her choice of place to study
- B complaining about challenges she's had to face
- C expressing her admiration for people in the city

6 Why does the man give the example of trees?

- A to support her main point
- B to present a counter-argument to hers
- C to express a reservation about her interpretation

LISTENING | SAMPLE PAPER 1

Part 2

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

TRIP TO SOUTH AFRICA

- As well as his research project, Josh planned to write a (7)
for a website while he was in Africa.
- Josh's group planned to check out a particular region after a (8)
that had occurred there.
- Josh was surprised to see (9)
being grown in the first area they visited.
- Josh describes the vehicle they travelled in as a (10)
when they went in search of specimens.
- Josh uses the word (11)
to give us an idea of the shape of the leaves he found.
- Josh was particularly impressed by one type of flower which was
(12) in colour.
- Josh uses the word (13)
to convey his feelings about an area of vegetation he studied.
- Josh really appreciated the view he got from the (14)
of his accommodation.

Part 3

You will hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What does Jenny say about the story which made her name?
A She'd been on the lookout for just such a lucky break.
B She resented colleagues trying to take the credit for it.
C She wasn't actually responsible for the finished article.
D She asked for a more prestigious job on the strength of it.
- 16 What does Jenny suggest about the editor she worked for on her first national daily newspaper?
A He respected her for standing up to him.
B He tended to blame her for things unfairly.
C He wasn't as unreasonable as everyone says.
D He taught her the value of constructive criticism.
- 17 When Jenny got her own daily column on the newspaper, she felt
A satisfied that the good work she'd done elsewhere had been recognised.
B relieved that it was only likely to be a short-term appointment.
C determined to prove exactly what she was capable of.
D unsure of her ability to make a success of it.
- 18 Peter thinks he got a job on *Carp Magazine* thanks to
A his academic achievements at college.
B his practical knowledge of everyday journalism.
C his familiarity with the interests of its main target audience.
D his understanding of how best to present himself at interview.
- 19 Peter and Jenny agree that courses in journalism
A need to be supplemented by first-hand experience.
B are attractive because they lead to paid employment.
C are of little value compared to working on a student newspaper.
D provide an opportunity for writers to address contentious issues.
- 20 When asked about their novels, Peter and Jenny reveal
A an ambition to gain recognition for their craft.
B a desire to develop careers outside journalism.
C a need to prove how versatile they are as writers.
D a wish to keep their journalism fresh and appealing.

LISTENING | SAMPLE PAPER 1

Script

Cambridge English, Certificate in Advanced English – Listening.

Sample Test One.

I'm going to give you the instructions for this test.

I'll introduce each part of the test and give you time to look at the questions.

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

— *** —

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper.

You'll have 5 minutes at the end of the test to copy your answers onto the separate answer sheet.

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

PAUSE 5 SECONDS

Now open your question paper and look at Part 1.

PAUSE 5 SECONDS

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

Extract one.

You hear two friends discussing the topic of marketing.

Now look at questions one and two.

PAUSE 15 SECONDS

— *** —

F: Hi, Daniel – how are things? Have you applied for college yet?

M: Well, I can't decide which one to go for. Lots of colleges have sent me their glossy brochures... and I see they now go on about how environmentally-friendly they are; in fact they've got a star rating system for this one...

F: Mmm... they're trying to attract as much interest as possible, though I'm not sure that would have much impact on my choice... ultimately the course has to be the right one, though I can see they need to compete...

M: Well, yes, but if I was torn between two courses the new rating could decide it. It's good they're thinking about these issues... and the marketing people are certainly shouting about it!

F: It's getting like the commercial sector – those companies who sponsor a charity for example, trying to persuade consumers that just by buying their products, they're doing their bit for charity and can ignore other causes. I don't know if it increases sales, but the cynic in me reckons many companies just want to appear softer in the public eye, so they make a lot of noise about their charitable credentials.

PAUSE 5 SECONDS

— *** —

REPEAT EXTRACT 1

PAUSE 3 SECONDS

Extract two

You hear two friends talking about ways of keeping fit.

Now look at questions three and four.

PAUSE 15 SECONDS

— *** —

F: Are you still going to the gym, Frank?

M: Yes, but not as often as I should be.

F: That's the problem, isn't it? I've heard that the dropout rate among gym members is very high even in those really expensive, luxury health centres. Anyway, gyms aren't the answer. I'm sure the real key is to build exercise into your daily routine, by doing something simple like walking to the mall or taking the stairs rather than the elevator – or doing sport. And another thing, people tend to think that a sixty-minute workout entitles them to laze around for the rest of the day or eat a lot and then undo all the good they might've done, but people who exercise little and often don't fall into the same trap.

M: That's all very well, Mary, but what about the people who don't give up on the gym and who actually feel the benefit, and quite enjoy the comradeship? Each to his own, you know. If you'd just give it another shot, you might find it suited you too.

PAUSE 5 SECONDS

— *** —

REPEAT EXTRACT 2

PAUSE 3 SECONDS

Extract three.

You hear a woman telling a friend about living in her capital city as a student.

Now look at questions five and six.

PAUSE 15 SECONDS

— *** —

M: What did you study at university, Alicia?

F: Horticulture – plants and things. I was based at a regional one, but I also spent time studying in the capital.

M: Seems a strange place to go if you want to grow things – the middle of a huge city.

F: Mmm, that's what my fellow students said! I mean, I know it wasn't ideal. It's a harsh climate – winters are bitterly cold, and the summer's sweltering, with little rain. But folks in the city are just determined to grow stuff – on rooftops, balconies, wherever. They'll just garden anywhere they can. It was a reminder of the strong spirit of gardeners.

LISTENING | SAMPLE PAPER 1

- M: Come to think of it, I do remember noticing the way some of the trees... er... were looked after there. Instead of bare bits of ground around urban trees, they seem to take great pride in filling the earth around them with flowers.
- F: And all that's done by the residents themselves. It's as if every tree is to be celebrated.
- M: I wouldn't go that far. Not all parts of the city are like that.

PAUSE 5 SECONDS

— *** —

REPEAT EXTRACT 3

PAUSE 3 SECONDS

*That's the end of Part 1.**Now turn to Part 2.*

PAUSE 5 SECONDS

You'll hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7–14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

PAUSE 45 SECONDS

— *** —

- M: Hi everyone. My name's Josh Brady, and recently I was lucky enough to go on a botany trip to South Africa with my tutor and other students from my university, to gather data for the research project we'd been involved in all year. I didn't post my diary or blog on the university website, because I'd promised to submit a report on my return, which would appear there, and I was working on that from Day One.

We were going to explore a beautiful region of coastal countryside that had previously been affected, not by drought as is common on some parts of the African continent I've studied, but by fire. We wanted to see how the flora and other life forms there had recovered – in fact, some plants growing there are dependent on this kind of event to trigger their germination.

When we first saw the landscape however, we felt rather confused. Much of the area seemed to be cultivated fields, principally of red tea rather than the colourful flowers we'd been led to expect. Sensing our confusion, our tutor reassured us that we'd soon be off to a wilder area where we'd see a more striking range of specimens. We'd imagined this would involve being taken around in a kind of minibus, or even a van and trailer, but in fact what we boarded was what I can only describe as a safari truck and we headed out into the natural vegetation.

When we arrived and started walking through the vegetation, I found the shape of the leaves rather a surprise – coastal plants can often be tough, with leaves coming to a point like sharp knives, but these resembled needles more than anything else. That meant I was inadequately dressed for walking through them, in thin trousers. I was also totally unprepared for the amazing scent that the plants gave off. By the end of that trip,

I'd lost count of how many species we'd come across – small delicate pink specimens, bright yellow heathers, one with deep orange blooms, the mental image of which will stay with me forever, and bright crimson wild specimens.

The local farmers are totally committed to protecting the flowers and plants that have colonised the area. Conservationists call it shrubland, in other words a vast area of vegetation that now has a rich array of plant species, but that sounds a bit negative for a place that to me seemed like a paradise.

One drawback was that, although the bedrooms in our hostel each had a balcony, the view was of the back yard, with a small garden beyond – which was hardly impressive. But by way of compensation the roof offered a spectacular vantage point over the surrounding scenery. We spent every evening watching the sun go down from there – a magical end to each fantastic day.

Anyway, the trip was the most amazing I've ever done... *[fade]*

PAUSE 10 SECONDS

Now you'll hear Part 2 again.

— *** —

REPEAT PART 2

PAUSE 5 SECONDS

*That's the end of Part 2.**Now turn to Part 3.*

PAUSE 5 SECONDS

You'll hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3.

PAUSE 70 SECONDS

— *** —

- Int: Today we're looking at careers in journalism. My guests are Jenny Langdon and Peter Sharples, both regular columnists on major publications. Jenny, you made your name really young, didn't you?
- F: Relatively, yes. I was a raw recruit on the local paper when a scandal broke concerning a celebrity living nearby. Out of the blue I found myself with a scoop on my hands. Basically, I found the guy, interviewed him, then hid him someplace where reporters on rival papers wouldn't find him. When the story broke next day, the editorial team had actually cobbled the front-page story together from my notes, but it was attributed to me by name. Before I knew what was happening, I'd been headhunted by a national daily. It was a turning point alright – but I can hardly claim it as a shrewd career move or anything!
- Int: And the editor at that national daily was a notoriously bad-tempered individual...
- F: Well, there's no denying he deserved that reputation! I mean, having landed a dream job, I was really thrown in at the deep

LISTENING | SAMPLE PAPER 1

end! My desk was right outside his office, so I was first in the firing line if anything went wrong – even stuff I'd had no hand in! But I knew better than to argue, and was thick-skinned enough not to take it personally. Anyway that's what the paper was like, always on the edge, and I really flourished in that environment.

Int: Eventually getting your own daily column...

F: ... and that's where I really came into my own. I mean, I'd done stints on the sports desk, been celebrity correspondent – the works. Actually, I only got offered the column as a stop-gap when my predecessor left under a cloud. But I was desperate to hold on to it. And it came at just the right time – if it'd been earlier, I'd never have had the nerve or the experience to make it my own.

Int: Let's bring Peter in here. You started off on the celebrity magazine called *Carp*, didn't you?

M: I did. Ostensibly thanks to a speculative letter to the editor when I was still a student. Actually, I'd been doing stuff for a student newspaper all through university. Skills I learnt there stood me in good stead. When *Carp Magazine* called me for interview, my approach to college news convinced them I was in touch with reality – you know, budgets, deadlines, all that – that's what swung it in my favour – it wasn't just having my finger on the pulse as far as youth culture was concerned – important as that was at *Carp*.

Int: Can I ask you both whether you'd say courses in journalism are worth doing? Jenny?

F: Well, I wanted to write and a journalism course seemed a reasonable enough starting point. Journalism is at least paid up front – unlike some forms of writing, and there's no denying that was an incentive. So, yes, I did one. And, you know, if I hadn't, who knows if I'd have been able to handle the stuff thrown at me when I first arrived at the newspaper – it does give you that grounding. But I wouldn't say it taught me everything I needed. Fortunately a stint on the student newspaper filled in the gaps.

M: ... as is so often the case. They're often criticised for taking too strong a line on issues, but they're invaluable because they give you that free rein, and you're generally writing from the heart rather than for the money. I'd say by all means do a course, theorise all you like in the classroom, but just bear in mind that it's no substitute for getting out there – for developing your own style.

Int: Now you've both recently published novels – is this a change of direction?

F: People keep asking that. I like to think that, much as I rate myself as a journalist and feel I have nothing left to prove, I'm still up for the next thing that comes along. I'll never be a prize-winning novelist, but having a go at it keeps me on my toes. It would be easy enough to get stale doing a column like mine, but that does remain my grand passion – I don't know about you Peter, but I'm hardly thinking of moving on.

M: Well, I expect there's people who'd say we should stand aside to give up-and-coming writers a chance. But, no, I'm not. I'd

go along with the idea of diversification keeping you nimble though, and I'm not making great claims for my novel either. But I would take issue with the idea that journalism itself holds no further challenge. I wish I had your confidence Jenny – I'm always telling myself that I'm only as good as my last piece and there's no room for complacency.

Int: And there we must leave it. Thank you both... Coming up now... [fade]

PAUSE 10 SECONDS

Now you'll hear Part 3 again.

— *** —

REPEAT PART 3

PAUSE 5 SECONDS

That's the end of Part 3.

Now turn to Part 4.

PAUSE 5 SECONDS

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about changing their jobs. Look at Task 1. For questions 21–25, choose from the list (A–H) the reason each speaker gives for changing job. Now look at Task 2. For questions 26–30, choose from the list (A–H) what each speaker feels about their new job. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4.

PAUSE 45 SECONDS

— *** —

Speaker 1

PAUSE 2 SECONDS

After college I worked in a bank to make money. It's a great job if you like sitting at the same desk every day, surrounded by the same familiar faces. I got plenty of annual leave and the work itself was quite demanding, but one day I woke up and realised that it didn't amount to much, and was really pretty pointless. Handing in my notice was the next logical step. I set up as a freelance photographer – a job I'd always dreamed of. After the first six months or so of sheer panic, I feel much calmer; this will always be a risky job, but ultimately a far more rewarding one – not financially, mind you!

PAUSE 3 SECONDS

Speaker 2

PAUSE 2 SECONDS

The family car sales business was the obvious and safe career route for me, even though we didn't always see eye to eye. I'd no complaints about the money, but that didn't stop me looking at what other people were doing and thinking 'Now that's something I'd really like to get my teeth into'. And that's how I got into rally driving really. I went to rally school part-time, then got signed up by a rally team. That's when I left the motor business, not without a bit of soul-searching! I miss the family, but looking at myself now – travelling the world, maybe

LISTENING | SAMPLE PAPER 1

even having the chance to make millions, living on the edge – what's not to love?

PAUSE 3 SECONDS

Speaker 3

PAUSE 2 SECONDS

I've always worked in the music industry – but was never made to feel very welcome in the marketing department. I guess my face didn't fit, although I was doing well enough. Then by chance I heard a band playing in my local venue and thought they were great – I got them signed up and suddenly realised this was exactly the type of work that suited me and my abilities – searching for talent, giving kids a start in the business I loved. So, after a while I left the company to do just that – on a freelance basis. Pay's not bad – it's possible to negotiate good percentages – but that's not why I do it.

PAUSE 3 SECONDS

Speaker 4

PAUSE 2 SECONDS

I worked in a busy studio as a radio copywriter – it was challenging and fun, but frustrating because it wasn't leading anywhere career-wise. I was spotted by one of the radio executives – he liked my way with words and gave me the chance of a presenting slot on a general interest show. I jumped at it, but underestimated the skills involved – without training it's proving a steep learning curve! It would've been better to work as an intern for free for a while to learn the ropes, but it's all about seizing the moment – too good an opportunity to miss. Now I've got a foot in the door, I'm pretty optimistic about making a go of it.

PAUSE 3 SECONDS

Speaker 5

PAUSE 2 SECONDS

I had a responsible job that I'd worked hard for – most people would consider being an eye surgeon pretty rewarding, both financially and emotionally. I wasn't keen to leave, but the long shifts and the sheer volume of patients got me down. I wanted to use my knowledge and experience in other ways. I did some research on the effects of sunlight on children's eyes and eventually started up my own business. We manufacture a range of sunglasses designed to protect children's eyes against harmful rays. I'm my own boss, so I call the shots, which suits me down to the ground. I have to be strict with myself about taking holidays though!

PAUSE 10 SECONDS

Now you'll hear Part 4 again.

— *** —

REPEAT PART 4

PAUSE 5 SECONDS

That's the end of Part 4.

There'll now be a pause of 5 minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's 1 minute left, so that you're sure to finish in time.

PAUSE 4 MINUTES

You have 1 more minute left.

PAUSE 1 MINUTE

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

SPEAKING | SAMPLE TEST 1

Part 1

2 minutes (3 minutes for groups of three)

Good morning/afternoon/evening. My name is and this is my colleague

And your names are?

Can I have your mark sheets, please?

Thank you.

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

Select one or two questions and ask candidates in turn, as appropriate.

- Where are you from?
- What do you do here/there?
- How long have you been studying English?
- What do you enjoy most about learning English?

Select one or more questions from the following, as appropriate.

- What free time activity do you most enjoy? (Why?)
- What sort of work would you like to do in the future? (Why?)
- Do you think you spend too much time working or studying? (Why? / Why not?)
- Do you like using the internet to keep in touch with people?
- Have you celebrated anything recently? (How?)
- If you could travel to one country in the world, where would you go? (Why?)
- How important is it to you to spend time with your family? (Why? / Why not?)
- Who do you think has had the greatest influence on your life? (Why?)

1 Attending special events

2 Different ways of learning

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor

In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show people attending special events.

Place Part 2 booklet, open at Task 1, in front of Candidate A.

I'd like you to compare two of the pictures, and say what the people might find interesting about these events, and how difficult the events might be to organise.

All right?

Candidate A
⌚ 1 minute

.....

Interlocutor

Thank you.

(Candidate B), which of these events do you think would attract the largest audience? (Why?)

Candidate B
⌚ approximately 30 seconds

.....

Interlocutor

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

Now, (Candidate B), here are your pictures. They show people learning in different ways.

Place Part 2 booklet, open at Task 2, in front of Candidate B.

I'd like you to compare two of the pictures, and say how the students might react to these different ways of learning, and how effective these ways of learning might be.

All right?

Candidate B
⌚ 1 minute

.....

Interlocutor

Thank you.

(Candidate A), which way of learning do you think will be the most memorable? (Why?)

Candidate A
⌚ approximately 30 seconds

.....

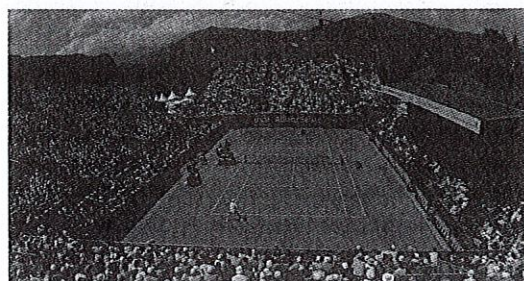
Interlocutor

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

SPEAKING | SAMPLE TEST 1

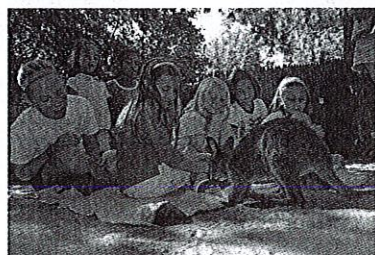
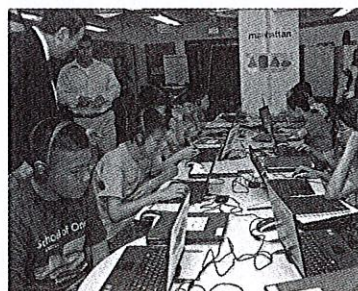
- What might the people find interesting about these events?
- How difficult might the events be to organise?

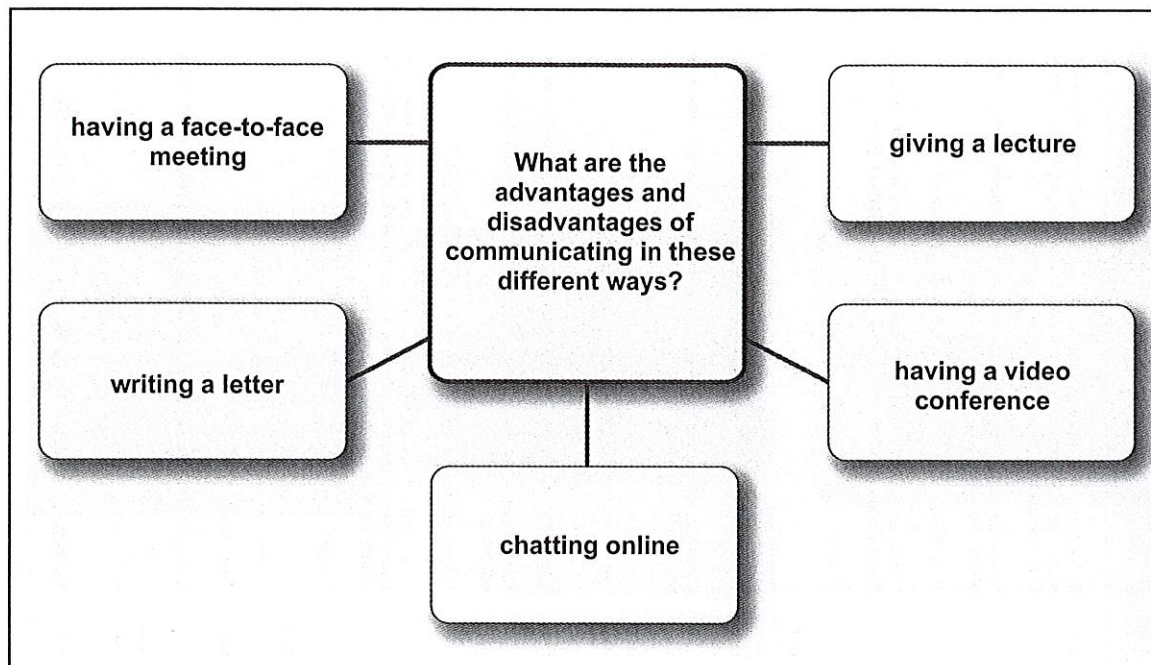
1



- How might the students react to these different ways of learning?
- How effective might these ways of learning be?

2





Part 3 4 minutes (6 minutes for groups of three)

Part 4 5 minutes (8 minutes for groups of three)

21 Ways of communicating

Part 3

Interlocutor

Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three).

Here are some different ways in which people communicate and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about the advantages and disadvantages of communicating in these different ways.

Candidates

⌚ 2 minutes
(3 minutes for groups of three)

Interlocutor

Thank you. Now you have about a minute (2 minutes for groups of three) to decide which two ways of communicating are the least effective.

Candidates

⌚ 1 minute
(2 minutes for groups of three)

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

Interlocutor

Use the following questions, in order, as appropriate:

- Do you think it's important to have good communication skills to do a job well?
..... (Why? / Why not?)
- Some people say that because of modern technology we are losing our communication skills. What's your opinion? (Why? / Why not?)
- Do you think people can be taught good communication skills or is it something we are born with? (Why? / Why not?)
- How important do you think it is for families to find time to communicate with each other? (Why? / Why not?)
- Do you think that all children should be taught at least one foreign language at school? (Why? / Why not?)
- Do you think that it's likely that one day there will be an international 'world language' that everyone speaks? (Why? / Why not?)

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

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