

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 deposits B piles C stores D stocks

0	A	B	C	D
☒	☐	☐	☐	☐

New uses for salt mines

Geological (0) of salt were formed millions of years ago, when what is now land, lay under the sea. It is hard to believe that salt is now such a cheap (1) , because centuries ago it was the commercial (2) of today's oil. The men who mined salt became wealthy and, although the work was (3) and frequently dangerous, a job in a salt mine was highly (4)

Nowadays, the specific microclimates in disused mines have been (5) for the treatment of respiratory illnesses such as asthma, and the silent, dark surroundings in a mine are considered (6) in encouraging patients to relax.

In addition, some disused mines have been (7) to different commercial enterprises, although keeping up-to-date with the technology of mining is essential to (8) visitors' safety. Some of the largest underground chambers even host concerts, conferences and business meetings.

- | | | | | | | | | |
|---|---|------------|---|-------------|---|------------|---|------------|
| 1 | A | provision | B | utility | C | material | D | commodity |
| 2 | A | match | B | similarity | C | parallel | D | equivalent |
| 3 | A | critical | B | demanding | C | extreme | D | straining |
| 4 | A | regarded | B | admired | C | approved | D | honoured |
| 5 | A | exploited | B | extracted | C | exposed | D | extended |
| 6 | A | profitable | B | agreeable | C | beneficial | D | popular |
| 7 | A | put down | B | turned over | C | made out | D | set about |
| 8 | A | enable | B | retain | C | ensure | D | support |

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 T O

Managing change

Most people find change unsettling and difficult to adapt (0) Many societies have experienced (9) rapid change in the early years of the 21st century that life can feel very daunting (10) times. Various commentators have (11) forward suggestions for coping with change on a personal level.

One suggestion involves thinking of three solutions to a problem, rather (12) two. Apparently, many people faced (13) change respond by considering two possible courses of action, but invariably tend to reject both of these. However, thinking instead of three potential solutions is a strategy which, according to research, provides a reliable way of finding a solution to the initial problem.

Another strategy advocates learning to avoid set patterns of routine behaviour. Something simple, (14) taking another route to work at (15) once a week, is seen as encouraging confidence in the face of uncertainty. (16) the simplicity of these ideas, they nevertheless help prepare people mentally to manage major change if necessary.

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 D I S S I M I L A R

Fashion and Science

At first glance science and fashion could not be more (0) Science is generally considered to be a (17) that is slow-paced, serious and worthy, whereas fashion is frivolous, impulsive and often (18)

But fashion owes more to science than some (19) might like to admit. Fashion houses adopt new materials in order to (20) themselves from their various (21) One designer recently showed off a liquid that can be used to produce clothes that are seamless.

As cotton is (22) having to compete with other crops for land, and oil-based fabrics become less acceptable, scientists are working to develop (23) for these products. Sportswear, for example, has been transformed thanks to the use of (24) materials and scientific designs, greatly improving the performance of athletes.

- SIMILAR
- PURSUE
- PREDICT
- ENTHUSE
- DISTINCT
- COMPETE
- INCREASE
- REPLACE
- INNOVATE

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 **INSISTED ON SPEAKING**

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

25 As long as you explain the process clearly at the conference, your boss will be pleased.

GIVE

If the process at the conference, your boss will be pleased.

26 They say that a visitor to the national art gallery damaged an 18th-century painting.

ALLEGED

A visitor to the national art gallery an 18th-century painting.

27 I really don't mind whether Jill chooses to come on holiday with us or not.

DIFFERENCE

It really whether Jill chooses to come on holiday with us or not.

28 Without the help that Joe gave me, I don't think I'd have finished the course.

BEEN

If it help, I don't think I'd have finished the course.

29 We can assure our customers that we will take every possible measure to maintain the quality of the products on our shelves.

TAKES

We can assure our customers that we will to maintain the quality of the products on our shelves.

30 Following some complaints by local residents, the government withdrew its proposal to build a new runway at the airport.

LIGHT

The government's proposal to build a new runway at the airport some complaints by local residents.

Part 5

You are going to read a review of two books about the internet. 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.

The internet today

James Baxter reviews two books about the internet: *Rewire* by Ethan Zuckerman, and *Untangling the Web* by Aleks Krotoski.

Open a street map of any city and you see a diagram of all the possible routes one could take in traversing or exploring it. Superimpose on the street map the actual traffic flows that are observed and you see quite a different city: one of flows. The flows show how people actually travel in the city, as distinct from how they could. This helps in thinking about the internet and digital technology generally. In itself, the technology has vast possibilities, as several recent books emphasise, but what we actually wind up doing with it is, at any point in time, largely unknown.

Ethan Zuckerman is excited by the possibilities the web provides for linking far-flung populations, for sampling different ways of life, for making us all digital cosmopolitans. His central thesis, however, is that while the internet does, in principle, enable everyone to become genuinely cosmopolitan, in practice it does nothing of the kind. As the philosopher Anthony Appiah puts it, true cosmopolitanism 'challenges us to embrace what is rich, productive and creative' about differences; in other words, to go beyond merely being tolerant of those who are different. Much of the early part of *Rewire* is taken up with demonstrating the extent to which the internet, and our use of it, fails that test.

'We shape our tools,' said the philosopher Marshall McLuhan, 'and afterwards they shape us.' This adage is corroborated every time most of us go online. We've built information tools (like search and social networking systems) that embody our biases towards things that affect those who are closest to us. They give us the information we think we want, but not necessarily the information we might need.

Despite all the connectivity, we are probably as ignorant about other societies as we were when television and newspapers were our main information sources. In fact, Zuckerman argues, in some ways we were better then, because serious mainstream media outlets saw it as their professional duty to 'curate' the flow of news; there were editorial gatekeepers who determined a 'news agenda' of what was and wasn't important. But, as the internet went mainstream, we switched from curation to search, and the traditional gatekeepers became less powerful. In some respects, this was good because it weakened large, multimedia conglomerates, but it had the unanticipated consequence of increasing the power of digital search tools – and, indirectly, the power of the corporations providing them.

Zuckerman – a true cosmopolitan who co-founded a web service dedicated to realising the net's capacity to enable anyone's voice to be heard – provides an instructive contrast to excessively optimistic narratives about the transformative power of networked technology, and a powerful diagnosis of what's wrong. Where he runs out of steam somewhat is in contemplating possible solutions, of which he identifies three: 'transparent translation' – simply automated, accurate translation between all languages; 'bridge figures' – bloggers who explain ideas from one culture to another; and 'engineered serendipity' – basically, technology for enabling us to escape from filters that limit search and networking systems. Eventually, the technology will deliver transparent translation; cloning Ethan Zuckerman would provide a supply of bridge figures, but, for now, we will have to make do with pale imitations. Engineering serendipity, however, is a tougher proposition.

Aleks Krotoski might be able to help. She is a keen observer of our information ecosystem, and has been doing the conference rounds with an intriguing contraption called the 'Serendipity Engine', which is two parts art installation and one part teaching tool. *Untangling the Web* is a collection of 17 thoughtful essays on the impact of comprehensive networking on our lives. They cover the spectrum of stuff we need to think about – from the obvious (like privacy, identity and the social impact of the net) to topics which don't receive enough attention (for example, what medicines, with a sniff, call 'cyberchondria' – how the net can increase health anxieties).

Although she's a glamorous media 'star' (having fronted a TV series about the internet), people underestimate Krotoski at their peril. She's a rare combination of academic, geek, reporter and essayist, which her chapter on the concept of friendship online exemplifies: she's read what the key social theorists say on the subject, but she's also alert to what she experiences as 'emotional anaemia' – 'the sense that.....you might not feel the online love from the people you should, because your nearest and dearest may be drowned out in the ocean of sociability.' Which, in a way, brings us back to Zuckerman's thoughts about the difference between what networked technology could do and what it actually does.

31 The reviewer starts with the metaphor of a city map in order to illustrate

- A the difficulty in understanding the complexity of the internet.
- B the degree to which the internet changes as time passes.
- C the difference between potential and real internet use.
- D the importance of the internet in people's lives today.

32 What do the words 'that test' in line 13 refer to?

- A providing more widespread access to information connecting in a substantial way with other cultures
- B establishing principles for developing the internet
- C accepting that not everyone in the world is the same
- D

33 What point is made about the internet in the third paragraph?

- A People often struggle to find what they are looking for on it.
- B It influences how people relate to family and friends.
- C All users have some responsibility for its evolution.
- D The way in which it works is far from neutral.

34 What does the reviewer suggest about Zuckerman in the fifth paragraph?

- A His recommendations are less impressive than his analysis.
- B He uses terms that are harder to understand than need be.
- C He has the same failings that he identifies in other people.
- D His account of important developments is too negative.

35 Which of the following words is used to suggest disapproval?

- A rounds (line 36)
- B contraption (line 36)
- C stuff (line 38)
- D sniff (line 40)

36 What does the reviewer suggest about Aleks Krotoski in the final paragraph?

- A Her insight into the nature of online friendship is perceptive.
- B She has been influenced by Ethan Zuckerman.
- C People are often misled by her academic credentials.
- D She takes on too many different roles.

Part 6

You are going to read four extracts from articles in which academics discuss the contribution the arts (music, painting, literature, etc.) make to society. For questions 37 – 40, choose from the academics A – D. The academics may be chosen more than once.

Mark your answers on the separate answer sheet.

The Contribution of the Arts to Society

A Lana Esslett

The arts matter because they link society to its past, a people to its inherited store of ideas, images and words; yet the arts challenge those links in order to find ways of exploring new paths and ventures. I remain sceptical of claims that humanity's love of the arts somehow reflects some inherent inclination, fundamental to the human race. However, exposure to and study of the arts does strengthen the individual and fosters independence in the face of the pressures of the mass, the characterless, the undifferentiated. And just as the sciences support the technology sector, the arts stimulate the growth of a creative sector in the economy. Yet, true as this is, it seems to me to miss the point. The value of the arts is not to be defined as if they were just another economic lever to be pulled. The arts can fail every measurable objective set by economists, yet retain their intrinsic value to humanity.

B Seth North

Without a doubt, the arts are at the very centre of society and innate in every human being. My personal, though admittedly controversial, belief is that the benefits to both individuals and society of studying science and technology, in preference to arts subjects, are vastly overrated. It must be said, however, that despite the claims frequently made for the civilising power of the arts, to my mind the obvious question arises: Why are people who are undeniably intolerant and selfish still capable of enjoying poetry or appreciating good music? For me, a more convincing argument in favour of the arts concerns their economic value. Needless to say, discovering how much the arts contribute to society in this way involves gathering a vast amount of data and then evaluating how much this affects the economy as a whole, which is by no means straightforward.

C Heather Charlton

It goes without saying that end-products of artistic endeavour can be seen as commodities which can be traded and exported, and so add to the wealth of individuals and societies. While this is undeniably a substantial argument in favour of the arts, we should not lose sight of those equally fundamental contributions they make which cannot be easily translated into measurable social and economic value. Anthropologists have never found a society without the arts in one form or another. They have concluded, and I have no reason not to concur, that humanity has a natural aesthetic sense which is biologically determined. It is by the exercise of this sense that we create works of art which symbolise social meanings and over time pass on values which help to give the community its sense of identity, and which contribute enormously to its self-respect.

D Mike Konecki

Studies have long linked involvement in the arts to increased complexity of thinking and greater self-esteem. Nobody today, and rightly so in my view, would challenge the huge importance of maths and science as core disciplines. Nevertheless, sole emphasis on these in preference to the arts fails to promote the integrated left/right-brain thinking in students that the future increasingly demands, and on which a healthy economy now undoubtedly relies. More significantly, I believe that in an age of dull uniformity, the arts enable each person to express his or her uniqueness. Yet while these benefits are enormous, we participate in the arts because of an instinctive human need for inspiration, delight, joy. The arts are an enlightening and humanising force, encouraging us to come together with people whose beliefs and lives may be different from our own. They encourage us to listen and to celebrate what connects us, instead of retreating behind what drives us apart.

Which academic

has a different view from North regarding the effect of the arts on behaviour towards others?

37

has a different view from Konecki on the value of studying the arts compared to other academic subjects?

38

expresses a different opinion to the others on whether the human species has a genetic predisposition towards the arts?

39

expresses a similar view to Esslett on how the arts relate to demands to conform?

40

READING AND USE OF ENGLISH | SAMPLE PAPER 2

Part 7

You are going to read an extract from a magazine article about Macquarie Island. 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.

Macquarie Island

Journalist Matthew Denholm joins a group of scientists, attempting to save Macquarie Island, which lies halfway between Australia and Antarctica.

I am stumbling, blinded by tiny missiles of ice and snow driven horizontally into my face by a howling gale. One minute I'm blown backwards. The next I'm leaping skyward in undignified panic as a foot narrowly misses an outraged elephant seal. Squinting painfully through torchlight, I've little hope of seeing the beasts.

41

Later, inside a cosy hut, sporting a patch over the sorer of my eyes, I have to admit that it probably is. This is, after all, the sub-Antarctic. Or to be precise, Macquarie Island: a sliver of land conjured abruptly from the vast wilderness of the Southern Ocean. The darkest, coldest months are generally the quietest time of year for human activity here, but this year is different. I'm with a team of scientists who are undertaking a seemingly impossible task: to rid the entire island of every rabbit, rat and mouse.

42

Next morning, I abruptly change my mind, however, when I awake to a view that justifies the three-day voyage to this remote outpost of Australia. After overnight snowfalls the island is painted white, from highland plateaus, with frozen lakes, to rocky black sand and pebble shore. All glistens in rare sub-Antarctic sunshine. Besides, the previous afternoon's discomforts were entirely our own fault.

43

The delay while we doubled back made it impossible to reach the hut before dusk. I had also blundered, deciding snow goggles were unnecessary. We had been taught a valuable lesson. While officially part of Australia, this island is a different world. Different rules apply. Every move must be planned and precautions taken because of the dangers posed by climate and terrain.

44

This extreme isolation means no activity is easy on the island. Our first challenge was getting ashore as there is no safe anchorage. But when we eventually reached the beach, I could instantly see that the island's reputation as 'the Galápagos of the south' is justified. Over the next few days, seals, penguins and a host of seabirds are a constant presence. As in the Galápagos Islands, some species are abundant – there are an estimated 100,000 seals and four million penguins. Though hunted in the past, these days the main threat to the island's fauna comes not from man but from our legacy.

45

Unaccustomed to the herbivores' teeth, the island flora has been overgrazed and reduced to stubble. The hills and plateaus are pock-marked with holes and soft surfaces are undermined by their burrows. On this treeless island, the overgrazing has also left the homes of native birds exposed. Petrel and albatross chicks are thus more vulnerable to predation and the harsh elements. The devastation reached such a point that in 2007 the World Heritage Convention discussed whether the island should lose its World Heritage status.

46

However, the status was also conferred because of its 'outstanding natural beauty and aesthetic importance'. Given that the wild hillsides that should be lushly covered are bare, and are animated not by the movement of wind in tussock but by rabbits running amok, it is not surprising that the world was beginning to ask whether the description still applied.

A This is mainly in the form of rabbits. Introduced in 1877 as a food source, they took to the island with gusto. Recent estimates of the rabbit population, before the eradication program began, ranged from 100,000 to 150,000.

B It's a realisation that makes all the more impressive the endeavours of the first explorers to come here. Here at Brothers Point, perched on a headland off the island's east coast, we could be the last humans on Earth. In a geographical sense, we very nearly are.

C The walk – just under 10km from the research station to the cabin – wasn't meant to be in darkness. Some time after setting out, however, my photographer realised he had left a piece of camera equipment behind.

D It's one of the most ambitious programs of its type ever attempted. A worthy project indeed, but as the intense winds rage outside, I can empathise with Captain Douglass, an early visitor to the island. Arriving in 1822, Douglass called Macquarie 'the most wretched place'.

E The resultant landships have devastating consequences. They have harmed hundreds of penguins as well as destroying nesting sites leaving local wildlife at risk. I begin to realise just how damaged this wilderness is.

F At night, they are indistinguishable from the rocks that cover the ground; only their gurgling barks tell me when to jump. As I lose feeling in my fingers, numbed by glacial temperatures, I ask myself: Is this what I sailed to the bottom of the world for?

G Macquarie achieved the listing 10 years earlier, partly in recognition of the fact that it is a geological freak. The island is ocean floor forced to the surface by the convergence of two tectonic plates – an ongoing process.



Why do people laugh?

Psychologist Robert Provine writes about why and when we laugh.

A In 1962, what began as an isolated fit of laughter in a group of schoolgirls in Tanzania rapidly rose to epidemic proportions. Contagious laughter spread from one individual to the next and between communities. Fluctuating in intensity, the laughter epidemic lasted for around two and a half years and during this time at least 14 schools were closed and about 1,000 people afflicted. Laughter epidemics, big and small, are universal. Laughter yoga, an innovation of Madan Kataria of Mumbai, taps into contagious laughter for his *Laughter Yoga* clubs. Members gather in public places to engage in laughter exercises to energise the body and improve health. Kataria realised that only laughter is needed to stimulate laughter – no jokes are necessary. When we hear laughter, we become beasts of the herd, mindlessly laughing in turn, producing a behavioural chain reaction that sweeps through our group.

B Laughter is a rich source of information about complex social relationships, if you know where to look. Learning to 'read' laughter is particularly valuable because laughter is involuntary and hard to fake, providing uncensored, honest accounts of what people really think about each other. It is a decidedly social signal. The social context of laughter was established by 72 student volunteers in my classes, who recorded their own laughter, its time of occurrence and social circumstance in small notebooks (laugh logbooks) during a one-week period. The sociality of laughter was striking. My logbook keepers laughed about 30 times more when they were around others than when they were alone – laughter almost disappeared among solitary subjects.

C Further clues about the social context of laughter came from the surreptitious observation of 1,200 instances of conversational laughter among anonymous people in public places. My colleagues and I noted the gender of the speaker and audience (listener), whether the speaker or the audience laughed, and what was said immediately before laughter occurred. Contrary to expectation, most conversational laughter was not a response to jokes or humorous stories. Fewer than 20% of pre-laugh comments were remotely joke-like or humorous. Most laughter followed banal remarks such as 'Are you sure?' and 'It was nice meeting you too.' Mutual playfulness, in-group feeling and positive emotional tone – not comedy – mark the social settings of most naturally occurring laughter. Another counterintuitive discovery was that the average speaker laughs about 46% more often than the audience. This contrasts with the scenario in stand-up comedy – a type of comedy performance in which a non-laughing speaker presents jokes to a laughing audience. Comedy performance in general proves an inadequate model for everyday conversational laughter. Analyses that focus only on audience behaviour (a common approach) are obviously limited because they neglect the social nature of the laughing relationship.

D Amazingly, we somehow navigate society, laughing at just the right times, while not consciously knowing what we are doing. In our sample of 1,200 laughter episodes, the speaker and the audience seldom interrupted the phrase structure of speech with a ha-ha. Thus, a speaker may say 'You are wearing that? Ha-ha,' but rarely 'You are wearing... ha-ha... that?' The occurrence of laughter during pauses, at the end of phrases, and before and after statements and questions suggests that a neurologically based process governs the placement of laughter. Speech is dominant over laughter because it has priority access to the single vocalisation channel, and laughter does not violate the integrity of phrase structure. Laughter in speech is similar to punctuation in written communication. If punctuation of speech by laughter seems unlikely, consider that breathing and coughing also punctuate speech. Better yet, why not test my theory of punctuation by examining the placement of laughter in conversation around you, focusing on the placement of ha-ha laughs. It's a good thing that these competing actions are neurologically orchestrated. How complicated would our lives be if we had to plan when to breathe, talk and laugh.

Part 8

You are going to read an article by a psychologist about laughter. 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.

Which section

comments on which person laughs within a verbal exchange?

47 ☐

uses a comparison with other physical functions to support an idea?

48 ☐

gives reasons why understanding laughter supplies very useful insights?

49 ☐

refers to someone who understood the self-perpetuating nature of laughter?

50 ☐

cites a study that involved watching people without their knowledge?

51 ☐

describes laughter having a detrimental effect?

52 ☐

criticises other research for failing to consider a key function of laughter?

53 ☐

explains that laughing does not usually take precedence over speaking?

54 ☐

describes people observing themselves?

55 ☐

encourages checking that a proposition is correct?

56 ☐

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 listened to a radio discussion about how adults can be a good influence on younger people. You have made the notes below:

Ways adults can influence how younger people behave:

- giving rules
- setting an example
- offering advice

Some opinions expressed in the discussion:

"Sometimes it's fun to break the rules!"

"If you admire somebody, you try to behave like them."

"Young people don't always listen."

Write an essay discussing **two** of the ways in your notes that adults can influence younger people's behaviour. You should **explain which way you think is more effective, giving reasons** to support 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 There are plans to demolish an old and unused building in the town where you are a student. You feel that the building should be saved. You decide to write a proposal for the town council explaining why you think the building should be preserved, suggesting what could be done to modernise it and saying how the building could benefit the local people.

Write your **proposal**.

- 3 You have just finished a three-week study and work programme in an English-speaking country. You studied English language in the mornings and worked for a local company in the afternoons. The programme organiser has asked you to write a report about your experience. In your report, you should evaluate the programme, explaining which part of the programme was more useful, and suggest changes you would recommend for next year's programme.

Write your **report**.

- 4 A travel website has asked you to write a review of a holiday resort you have been to, explaining what kinds of people the resort is likely to appeal to, and which aspects of the resort you would most recommend to other visitors. You should also suggest at least one way in which you feel the resort could be improved.

Write your **review**.

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 students talking about a work-experience scheme they took part in.

- 1 Why does the girl regret her choice of company?
A The office was poorly equipped.
B The staff tended to ignore her.
C The work lacked variety.
- 2 They both think that the work-experience scheme has
A been good preparation for a future job.
B made them appreciate student life more.
C taught them a lot about the business world.

Extract Two

You hear part of a discussion programme in which two journalists are talking about the world's wetlands.

- 3 What does the man think about wetlands?
A They would benefit from more visitors.
B Their beauty is artistically important.
C They serve only a limited purpose.
- 4 What is the woman doing?
A explaining how easily wetlands can be restored
B suggesting why wetlands are disappearing
C describing the way wetlands are exploited

Extract Three

You overhear a woman showing a friend one of her childhood photos.

- 5 What point is she making about the photo?
A It is an accurate portrait of her family life then.
B It looks more posed than she remembers.
C It perfectly captures a brief moment.
- 6 As a result of looking at the photo, she realises that
A possessions acquire a significance beyond their practical usefulness.
B it's a mistake to become too attached to objects.
C objects from that era lasted longer.

LISTENING | SAMPLE PAPER 2

Part 3

You will hear part of an interview with two sports psychologists called Tessa Paine and Ryan Moss. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Tessa feels that it's important to teach runners meditation strategies because these
- A allow energy to be conserved.
 - B promote a focus on good technique.
 - C encourage an open-minded attitude.
 - D prevent past anxieties affecting performance.
- 16 Ryan believes that many kids in the USA stop participating in sport because
- A their parents don't follow their progress keenly enough.
 - B they find less active leisure pursuits more appealing.
 - C they feel under too much pressure to win.
 - D their peers begin to lose interest in it.
- 17 When asked about elite high-school programmes, Ryan reveals that he's
- A confident that they will achieve a lasting effect.
 - B unsure whether they will improve the reputation of coaching.
 - C pleased that they may involve more young people in running.
 - D concerned how little attention they pay to less able participants.
- 18 What has Tessa learned through her own experience of running races?
- A Competitors can be seen as an asset.
 - B Competition is needed in all aspects of life.
 - C Winning is the primary goal of human activities.
 - D Winners should take responsibility for their actions.
- 19 What is the focus of Tessa's recent book on sports psychology?
- A a re-evaluation of how to design a stimulating exercise routine
 - B an analysis of ways to improve a sportsperson's morale
 - C a short account of how a common concept evolved
 - D an overview of the latest thinking in the subject
- 20 Tessa and Ryan agree that a real champion is someone who
- A isn't afraid of taking a chance.
 - B gives up everything for their sport.
 - C practises until perfection is reached.
 - D doesn't resent other people's triumphs.

Part 2

You will hear a chemical engineering student called Jack Byers talking about his course and a research project he took part in during his summer vacation. For questions 7 – 14, complete the sentences with a word or short phrase.

JACK'S VACATION PROJECT

- Jack says it was his special interest in the issue of (7) that led him to choose his degree subject.
- Jack thinks he'll be reluctant to work in the (8) industry in the future, due to his interest in conservation.
- Jack hopes that his future work will help various (9) to be processed in a better way.
- Jack says that people sometimes mistake pieces of plastic on beaches for (10)
- Jack says that plastic on beaches which is (11) in colour has usually been in the sea longest.
- Jack uses the term (12) plastics when talking about the kind of items he thinks should be eliminated.
- Jack thought that part of a (13) was the most interesting piece of rubbish he found during the project.
- While cleaning the beach, Jack was asked to examine the (14) which was lying on the sand.

LISTENING | SAMPLE PAPER 2

Script

Cambridge English, Certificate in Advanced English–Listening.

Sample Test Two.

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 students talking about a work-experience scheme they took part in.

Now look at questions one and two.

PAUSE 15 SECONDS

— *** —

- M: So how did your work-experience placement turn out?
- F: Well, all I can say is, I'm glad it's over and it's a relief to be back at college. I worked for a friend of my Dad's – one thing I've learned is, listen to advice. Because I think I should've gone to a company with a recognised work-experience programme. At Bloom's they were friendly enough, but didn't quite know what to do with me, how to treat me. There was nothing set up, so I generally ended up filing. I mean it's a mindless task – I didn't mind that – but it's hardly the sort of thing to give someone an overview of what's available jobwise in an office. I suppose you mixed with business tycoons and have come back with big ideas.
- M: Well, not exactly, though there were things I did learn, and I feel I know a bit more about what to expect. I spent time in several departments – I can see myself going in for finance – eventually, but not for a while yet. There seemed so many constraints – I was amazed by the dress code, for instance. Here at college I'm glad to be back on familiar ground. Having said that, now what about that coursework assignment...

PAUSE 5 SECONDS

— *** —

REPEAT EXTRACT 1

PAUSE 3 SECONDS

Extract two.

You hear part of a discussion programme in which two journalists are talking about the world's wetlands.

Now look at questions three and four.

PAUSE 15 SECONDS

— *** —

- M: There's too much fuss over wetlands – they're only boggy, rather sad wet areas visited by geeks and birdwatchers but few others. I know nature buffs get excited over them, but aren't they mostly useless places? I read they only take up less than one per cent of the Earth's surface anyway. Accepted they're visually stunning – there's something about a watery landscape that seems to speak to something deep in the human psyche. But spending vast amounts of money to preserve them for ducks...
- F: Wetlands are certainly good for ducks, but what about people? Sun plus water equals life – but we manage that equation very badly. When it rains, we seem bent on getting rid of the stuff – swishing it out to sea – but wetlands hold water and release it slowly. I'm not even going into their fish stocks, or their role in flood control... You'd think we'd hang on to them – instead they're being degraded faster than other eco-systems. But put water back, birds zoom in, the land recovers virtually in front of your eyes. It's such a pity people are unaware that reversing the damage can be so straightforward. And the beauty you mentioned – that goes without saying.

PAUSE 5 SECONDS

— *** —

REPEAT EXTRACT 2

PAUSE 3 SECONDS

Extract three.

You overhear a woman showing a friend one of her childhood photos.

Now look at questions five and six.

PAUSE 15 SECONDS

— *** —

- M: Is this a picture of your family on a camping holiday, Sarah?
- F: Yeah – I came across it recently, when I was clearing out the cupboards. That's me in the centre – it was my fourth birthday, I think. I love it – it's just a fragment in time, isn't it, shot almost by accident, but it's much more intriguing than any carefully set-up photo could be.
- M: Mmm, there's your parents, and... uncles and aunts in the background?

LISTENING | SAMPLE PAPER 2

F: Yeah, all smiling – you'd never imagine they didn't get on, would you? Anyway, I didn't notice at first, but now I do recognise much of the stuff that followed us around on camping holidays – the battered saucepan, the old flask that's now in my garage, gathering dust 'cos I can't bear to part with it.

M: Mmm, I guess every family has its own collection of familiar objects like that – the flotsam of life.

F: Yeah, but now I see them as old friends, and that's got me looking around my house in a different way, imagining my young son feeling like that – looking fondly on our stuff as mementoes of our shared lives together.

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 chemical engineering student called Jack Byers talking about his course and a research project he took part in during his summer vacation.

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: Hello, everyone! My name's Jack Byers. I'm here today to tell you about the project I worked on during my vacation, which was linked to my university studies. OK, let me backtrack a bit – I'm currently doing a degree in chemical engineering. I've always wondered how we'll solve problems such as sustainable energy, and in particular climate change, which I think was really the key factor in influencing my choice of degree subject.

After graduation, I could go on to find a job in areas such as pharmaceuticals, the mobile-phone industry or even in the oil industry. At the moment, though, the last of those seems less appealing because I'm very committed to nature conservation. I somehow feel there might be a conflict of interest there.

Anyway, I'm looking forward to being able to make a contribution to the responsible processing of raw materials and I'm not just talking about fossil fuels here – that would be great. However, the work I do might also have negative effects on the environment – and that brings me neatly on to my project on the beach.

My tutor advised me to join a relevant project during the summer vacation to gain experience I'd need after I graduated, so I decided I'd apply to help clean up some beaches near where I live, to get some first-hand experience of the devastating effects of litter on coastal eco-systems. And some

of the biggest polluters, I discovered, are particles of plastic that end up in our seas. They can be found washed up on beaches all over the world but are often assumed to be small stones. These pellets of plastic sometimes called 'nurdles' enter the marine environment in factory waste.

Most of the nurdles we collected were white and the whiter they are, the newer they are. They soon start to yellow and the brown ones have generally been in the sea for many years, whereas black ones are likely to contain tar – so that's not such a secure indication of age.

But the fact remains that these things don't break down or decompose in any way. And sea creatures end up eating these with their food, with dire consequences. This really brought home to me the need for more ecologically-friendly plastic materials rather than what are referred to as single-use plastics, such as supermarket carrier bags and wrappers, which should be phased out of production.

I have to say, too, that I wasn't prepared for the amount of other rubbish I found on the beach. Some of it wasn't that unusual, like the cartons and drink cans left behind, but I also came across a large chunk off a surfboard, and I did start to wonder what the back story was there!

While I was working on the beach, I was lucky enough to meet a conservationist called Martin, who told me all about the various rocks and shells on the beach, before getting me to look closely at the seaweed – it was all over the sand and of course very interesting from a chemical engineering point of view. Then we investigated some rock pools, where we came across a number of small animals.

So before I go onto... [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 part of an interview with two sports psychologists called Tessa Paine and Ryan Moss. 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: As part of our series on jobs connected with sport we have two sports psychologists, Tessa Paine and Ryan Moss, with us today. Firstly, you work mainly with runners, don't you Tessa? How can sports psychology help runners?

F: I introduce a number of what I call meditation strategies. This allows runners to clear their minds and visualise how they

LISTENING | SAMPLE PAPER 2

want to run – smoothly, without pushing too hard initially. In this way, they're prepared, and a lot of problems are ironed out. Just like in job interviews – being prepared for the questions is less stressful than being unprepared. These tools enable you to 'be in the moment', rather than letting your mind wander into irrelevant areas.

Int: Now Ryan – you work across a wide range of sports and age groups – what are the obstacles that prevent people from realising their potential in sport?

M: Let's start with kids. Some coaches and well-meaning parents are unaware of the effect they have. From them comes the obsession with coming first which actually burns kids out and turns them off just when they should be getting started. There are over thirty-five million kids aged six to fifteen participating in sports in the US. Yet, by the age of sixteen over 75% of them have dropped out. Most have just stopped competing because this focus on achievement means it's no longer fun. On the other hand, a positive attitude from a coach or a parent can be really infectious.

Int: There's a lot of emphasis today on creating what are known as elite high-school sports programmes. What's your view on this, Ryan?

M: Well, on paper they look fantastic. More high schools are starting to compete for prestigious awards and are likely to continue to do so – that's great for the winners of course. And the coaches earn a name for themselves if their teams make the grade, which I suspect is what motivates some. But do they care about the future development of the kids and whether or not they continue to be involved after high school? What they fail to take on board is the idea that a team flourishes as a whole. Every athlete has a contribution to make and that includes those that haven't a hope of getting on the medals boards. They learn from each other in my view.

Int: As a runner yourself Tessa, what important lessons have you learned?

F: Actually running's taught me a lot. It teaches you to become something other than ordinary. It also teaches you accountability – that is, to do the right thing, which is something that's missing today. And running teaches you to see your competitors as partners. They help you to push yourself further than you would've done without them, so you sometimes end up in a position you'd only dreamed of. That's why I believe in sincerely thanking other runners after the race.

Int: You've just written a book entitled *Sports Psychology for All*. What message did you want to convey?

F: It's my first book and I wasn't sure initially what angle to take. You know, a number of books focus on how to motivate yourself when things aren't going well with training. That's certainly something sports psychology can help with. I felt, though, that there were plenty of manuals out there about that. I talked to some colleagues about investigating the 'no gain without pain' idea, which is so familiar now, you know, the notion that an athlete who goes through the pain barrier will come out stronger. I wanted to investigate when that idea

actually originated in different cultures and how it developed, but people thought that angle would be too obscure, so I dismissed it initially. The idea wouldn't go away though, so a condensed version of it to suit athletes with limited time is what I eventually put together. Focusing on getting the most out of the daily workout is an interesting issue too – certainly a topic I'd like to explore at some point.

Int: Now, a question for both of you – what's the essence of a true champion?

F: Well, I think champions have to do their best to position themselves for personal, and crucially, also for team victory too. The author Ray Bradbury used the image of standing on a high cliff and having to decide whether to walk away or to jump. Of course, he doesn't mean this literally! Champions need a hundred percent commitment — there's no half measures!

M: There's no denying that — if you back away, you get nothing, but if you step off, you might actually fly. That works for sports too. It's often said that any decent athlete can become a champion by putting in the necessary time and effort to prepare properly for their event. I'm sure hard work leads to huge progress, though being a star's on another plane in my view.

F: Yes, I'd go along with that.

Int: Tessa, Ryan, there we must leave it. Thank you very much for appearing today...[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 evening courses they attended. Look at Task 1. For questions 21–25, choose from the list (A–H) each speaker's main reason for attending the course. Now look at Task 2. For questions 26–30, choose from the list (A–H) what surprised each speaker about the course they did. 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

To be honest, poetry's never really been my thing, you know, but my girlfriend, she was pretty keen – but not to go on her own 'cos she's just so shy about meeting new people. The

teacher was just brilliant, as everyone was saying. He had this really, like, neat way of explaining some really hard ideas. And the poems were about all sorts, not just soppy love and that, but modern things too, yeah, teenage issues, relevant stuff and that. And you'll never guess what happened... after only a couple of weeks he had me, yeah me, producing my own poems... Honest! It was just, well, fantastic.

PAUSE 3 SECONDS

Speaker 2

PAUSE 2 SECONDS

Having recently moved here, I was keen to attend the city guided walks course, because to be honest I didn't have the first idea about the place – and I wanted to get the whole story, right from the beginning. It turned out to be a real tour de force – an action-packed gallop through local history, in the places events happened. But there was a strange mix of fellow students. One or two of them – well I couldn't see why they bothered coming frankly, always moaning about how exhausted they were, the high fees, and why couldn't we just look at the usual tourist stuff. They'd have been better off staying home watching TV.

PAUSE 3 SECONDS

Speaker 3

PAUSE 2 SECONDS

For anyone who has a passion for music and wants to expand their musical horizons, I'd certainly recommend this course. I can read music and I've been a pretty good violinist for ages, but always fancied trying the guitar – not really taking it up, just having a go. Abby, the friendly, enthusiastic tutor, put us all at ease. We were a varied bunch, young and old, male and female, with assorted backgrounds, abilities and experience, but she managed it effortlessly. The totally unexpected icing on the cake? Well, one thing has led to another, and we all got to play alongside professional musicians, some of whom have even invited me to play with them elsewhere.

PAUSE 3 SECONDS

Speaker 4

PAUSE 2 SECONDS

A basic psychology course sounded likely to be a dull affair, but my brother recommended this one – and the reality was very different. Much of it, as he'd promised, was directly relevant to workplace human resources issues – and you need to know this stuff nowadays to get on – which is why I was there. The tutor was superb, if unconventional – we had to act out scenes from childhood and discuss holiday disasters – once even sing a song – bizarre! But it all worked a treat – it's certainly given me confidence for other things I might have to do in the future. Plenty of food for thought too – might try the advanced level next year.

PAUSE 3 SECONDS

Speaker 5

PAUSE 2 SECONDS

Languages aren't really my thing, you know, but the Spanish course was rather enjoyable. Everything was very relaxed, and socialising outside class was encouraged, so I made several new friends. But what topped it for me, and I really hadn't been expecting it, were the local Spanish restaurants the tutor occasionally used as a setting for his otherwise pretty standard lessons. Going there really broke down barriers and got us using the language. Plus great food and friendly service – though obviously a bit pricey! What's more, my Spanish friend's really impressed – she now accepts that she underestimated me – which was my aim all along!

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.

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 has been your most interesting travel experience? (Why?)
- Do you prefer to get the news from newspapers, television or the internet? (Why?)
- What do you think is the best way to keep in touch with friends and family? (Why?)
- How important do you think it is to speak more than one language? (Why?)
- What did you like most about the area where you grew up?
- Who has more influence on your life – your friends or your family? (Why?)
- What do you hope to be doing in five years' time?
- Do you ever wish you were rich and famous? (Why? / Why not?)

1 Doing things together
2 Student life
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 doing things together.

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 why the people might be doing these things together, and how the people might be feeling.

All right?

Candidate A

⌚ 1 minute

.....

Interlocutor

Thank you.

(Candidate B), in which situation do you think the people benefit most from being together? (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 students doing different activities.

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 students can benefit from doing these different activities, and how helpful the activities might be in preparing them for their future lives.

All right?

Candidate B

⌚ 1 minute

.....

Interlocutor

Thank you.

(Candidate A), which of these activities do you think is most useful? (Why?)

Candidate A

⌚ approximately 30 seconds

.....

Interlocutor

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

SPEAKING | SAMPLE TEST 2

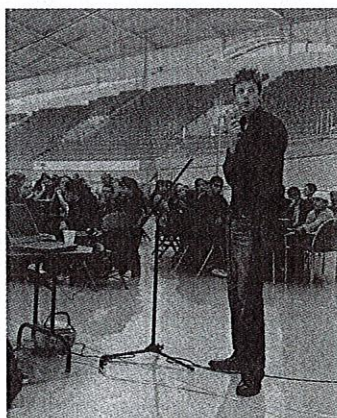
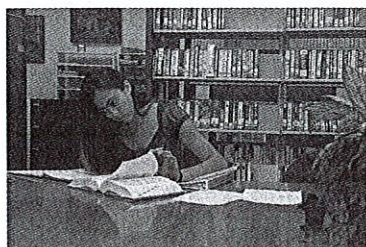
- Why might the people be doing these things together?
- How might the people be feeling?

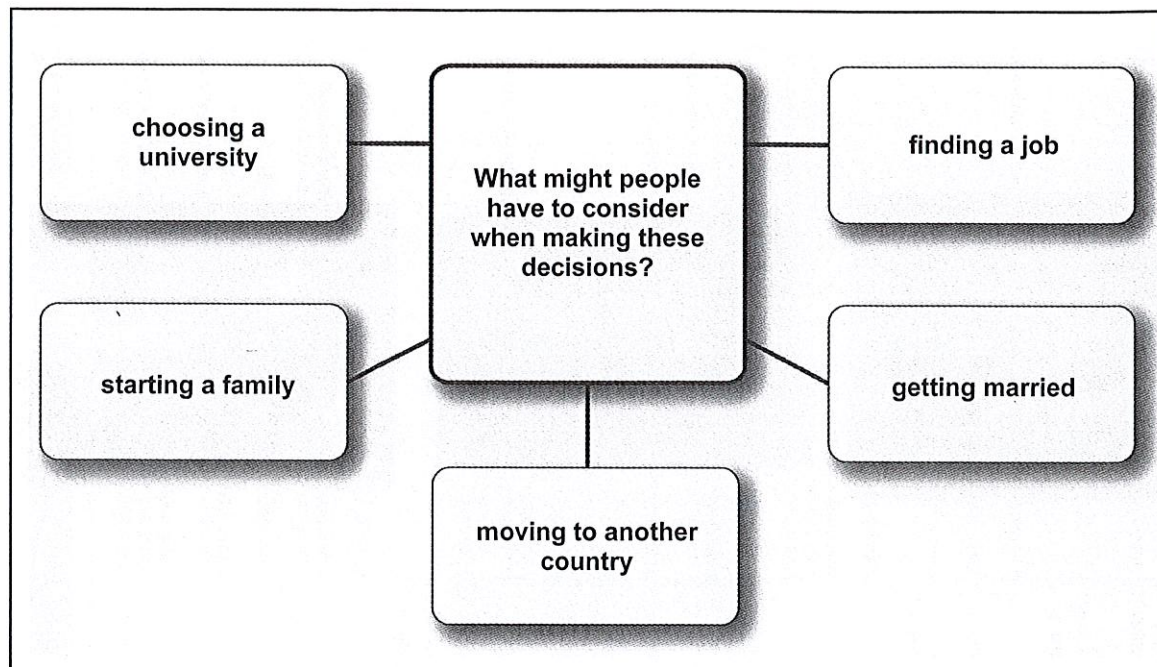
1



- How can students benefit from doing these different activities?
- How helpful might the activities be in preparing them for their future lives?

2





21 Making decisions

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

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

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 things that people often have to make decisions about 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 what people might have to consider when making these decisions.

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 in which situation it is most important to make the right decision.

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:

- Is it best for people to make decisions on their own or to ask others for advice? (Why? / Why not?)
- Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion? (Why? / Why not?)
- Why do you think some people find it harder to make decisions than others?
- Do you think countries should work together to solve environmental problems? (Why? / Why not?)
- How do you think young people can be helped to take on responsibilities?
- Do you think that people whose jobs involve making important decisions should be highly paid? (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?