

Skills Boosters

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

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

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

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

Students can:

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

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

For additional resources and information about PTE General, visit

www.pearsonpte.com/PTEGeneral

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



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



PTE | PEARSON TEST OF ENGLISH General

Skills Boosters Level 5

Teacher's Book

Steve Baxter
John Murphy



Pearson Test of English General at a glance

Written test

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

Spoken test

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

PTE

PEARSON TEST OF ENGLISH
General

Skills Boosters

Level 5

Teacher's Book

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Introduction

What is the Pearson Test of English General?

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

Key Features

The sections and items in PTE General Level 5 are grouped together into themes or topics related either to global issues such as the environment, pollution, emigration, or conservation, or to more familiar matters such as work, education, travel, entertainment. The listening and reading texts are authentic and are taken from radio broadcasts, newspaper and magazine articles, telephone conversations, announcements, etc. The tests are international so the reading and listening texts are taken from a range of English-speaking countries – the UK, the USA, Australia, etc. The four skills – listening, speaking, reading and writing – are tested in an integrated way. For example, you listen to some information and write about what you have heard, or you read a text and then answer questions or complete notes based on what you have read.

Test Structure

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

The Written Test

The Written Test of PTE General consists of nine sections and takes 2 hours and 55 minutes at Level 5.

Section 1 – Listening

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

Section 2 – Listening and Writing

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

Section 3 – Listening

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

Section 4 – Reading

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

Section 5 – Reading

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

Section 6 – Reading

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

Section 7 – Reading

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

Section 8 – Writing

Section 8 is a writing test. You have to write a piece of correspondence – for example, an email, a blog or a formal or informal letter – based on the information that you have read in Section 7. At Level 5 you have to write 150-200 words. In your correspondence you are expected to ask for more information or to express your opinion on the subject. The topics in this section deal with global issues and current events.

Section 9 – Writing

In Section 9 you will be asked to write a text from your own experience, knowledge or imagination. The text to write at Level 5 is 250-300 words long. You will be asked to write a text which gives your point of view, explains advantages and disadvantages, or develops an argument. The text type can be an article or blog entry, a review, report or essay, or an analysis of an issue. There is a choice between two topics.

The Spoken Test

The Spoken Test of PTE General consists of four sections and takes 8 minutes at Level 5.

Section 10

In the first part of the Test, the examiner will ask you a question and you have to talk about yourself continuously for about 1.5 minutes. You may talk about your interests, hobbies, the sports you take part in, the films or books you like, or about things you have done in the past. The examiner will ask you further questions to find out more information. The whole section is 2 minutes in length.

Section 11

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

Section 12

In Section 12 you will be shown two pictures and asked to describe them. First, you will be asked to compare and contrast the pictures and then you will be asked to interpret one aspect of them. You will have about 2 minutes to do this.

Section 13

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

PTE General Skills Boosters

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

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

Unit One

The themes for this unit are: the arts/fame/identity/childhood

Vocabulary and Grammar

Vocabulary 1: Phrasal verbs

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

find out hanging around goes on look through come in for borne out
turned towards thrown away taken on embarked on led away

Example: In order to find out who his family were, he had to travel to see his cousins in Russia.

- 1 Some celebrities have come in for a lot of criticism, for setting a bad example to young people.
- 2 The movie star was led away by the police while passersby looked on in amusement.
- 3 After experimenting with surrealism, he turned towards more conventional painting.
- 4 It was after talking to his grandfather that he embarked on the journey to discover who he was.
- 5 Why are so many people obsessed with what goes on in the lives of the rich and famous?
- 6 He spent his twenties hanging around the cafés of Paris looking for people to buy his work.
- 7 He was dismayed to discover that most of the family photographs had been thrown away by his uncle.
- 8 While studying music, he was taken on as a junior clerk in an insurance firm.
- 9 The fact that ballet is becoming more popular is borne out by audience figures.
- 10 Journalists have even started to look through the rubbish outside celebrities' houses.

Vocabulary 2: Word formation

Complete the sentences with a suitable form of the word in bold, as in the example.

Example: His determination to find out who he was turned into an obsession. **DETERMINE**

- 1 With that recording he managed to popularise/popularize opera amongst TV audiences. **POPULAR**
- 2 Certain poems can remind us of a particularly meaningful time in our lives. **MEANING**
- 3 His vivid performance drew an enthusiastic response from the audience. **RESPOND**
- 4 His tall sculpture in bronze is the finest exhibit in the collection. **EXHIBITION**
- 5 His career ended in misery after a number of disastrous performances. **MISERABLE**
- 6 It's a novel about a fashion model's compulsive pursuit of fame. **COMPULSION**
- 7 Why do so many young people fantasise/fantasize about meeting pop stars?
FANTASY
- 8 He accused art critics of not having the intellect to understand him. **INTELLECTUAL**
- 9 Though radical, he was very much a traditionalist in his use of colour. **TRADITION**
- 10 He had comparatively little difficulty in tracing his ancestors. **COMPARE**

Vocabulary 3: Collocation

Put together words from each box to form phrases. Then use them to complete the sentences, as in the example.

everyday
chosen
cheap
regular
identity
social
big
brush
secret
family
hostile

reaction
class
work
crisis
lives
break
pleasure
strokes
profession
laughs
history

Example: They put the emphasis on acting, character development and creating a story, rather than going for cheap laughs.

- 1 He would add great movement to his paintings using very rough brush strokes.
- 2 Finding out about what celebrities are up to helps us to escape from our everyday lives.
- 3 He wasn't sure which community he belonged to when he was young and went through a kind of identity crisis.
- 4 After the revelations about his private life, he received a hostile reaction from formerly loyal fans.
- 5 There are plenty of websites now which make researching your family history really easy.
- 6 The ballet school was popular despite only a moderate success rate in getting their graduates regular work.
- 7 His big break came when he was asked to step in at short notice to conduct the national symphony orchestra.
- 8 It was when he first saw ballet as an eight-year-old that he decided to take up dance as his chosen profession.
- 9 When he did his research he was shocked to discover that his great-grandmother had come from a very different social class.
- 10 My secret pleasure is to sit alone with a box of chocolates listening to my favourite opera.

Grammar 1: Past tenses

Circle the most appropriate tense form to complete the sense of the passage below, as in the example.

It was a day he (Example:) (never forgot) / *had never forgotten*. He 1 *sat* / (was sitting) at his desk when the phone call that 2 *was confirming* / (confirmed) he 3 *won* / (had won) the presidential election finally 4 (came) / *was coming*. It 5 *was* / (had been) a long wait. In fact, he 6 *was waiting* / (had been waiting) for seventeen years to reach this moment. Now, as he 7 (sat) / *had been sitting* there having replaced the phone, he 8 (thought) / *had thought* about the day he 9 *was arriving* / (had arrived) for the first time in the capital as a fresh-faced congressman. Suddenly, he 10 *had been feeling* / (felt) very afraid.

Grammar 2: Modal verb forms – present and future

Fill in the gaps using a word or phrase from the box, as in the example. In some cases more than one answer is possible, but you should use each word or phrase only once.

must must not can't ~~could~~ should shouldn't
ought not to is to may have to don't have to

Example: I could meet you outside the theatre if you want.

- 1 You may be able to get into music school, but it's going to be very difficult.
- 2 Nowadays, thankfully, you don't have to spend a fortune to discover your family history.
- 3 The Press have confirmed that he is to perform in Paris next year.
- 4 That can't be her. She hates being seen in public.
- 5 We shouldn't/can't/ought not to expect celebrities to sign autographs all the time.
- 6 It must be so boring to perform the same thing every night.
- 7 It looks as if I'm going to have to apply for a new identity card.
- 8 The fans are getting impatient. He should be here by now.
- 9 People must not/shouldn't/ought not to give out their personal details so readily on the Internet.
- 10 Members of the audience are reminded that they must not/shouldn't take photographs during the performance.

Grammar 3: Active or passive

Put the verbs in brackets in the passage below into the active or passive form, as in the example.

Poetry really (Example:) didn't interest (not interest) me at school. In fact, to say I 1 wasn't inspired (not inspire) by it would be an understatement. Yet it 2 was drummed (drum) into us every week during our English class. Whenever I 3 was asked (ask) to stand up to read a poem aloud, I 4 squirmed (squirm) with embarrassment, much to the amusement of my classmates.

But then a curious thing 5 **happened** (happen) to me while I was at university. I was in a friend's room having a coffee. Glancing around, I 6 **noticed** (notice) this poem which 7 **was stuck** (stuck) on the wall, and I 8 **started** (start) to read it. It was about someone's father and suddenly I 9 **was reminded** (remind) of my childhood. It was such a profound experience and my view of poetry 10 **was transformed** (transform) from that moment.

Language skills

🎧 Listening: Identifying attitude and emotion

Listen to the following short extracts and match them with the attitudes and emotions below, as in the example.

disappointed pessimistic relieved apprehensive cynical hopeful

Example: Number 1 disappointed

Number 2 relieved

Number 3 hopeful

Number 4 apprehensive

Number 5 cynical

Number 6 pessimistic

Speaking: Role play

With a partner, act out the role-play situation below. Try to keep the interaction going as long as possible before reaching a natural conclusion.

Role A

The situation: You are talking to a friend about your first school, which you found a rather frightening place.

Your goal: Explain your feelings about starting school and give examples.

Your partner should begin.

Suggested points to include:

- how you felt on your first day
- what kind of school it was
- what the teachers were like
- why you found it frightening

Role B

The situation: You are talking to a friend about your first school, which you really enjoyed.

Your goal: Explain your feelings about starting school and give examples. You should begin: "Do you remember your first school?"

Suggested points to include:

- how you felt on your first day
- what kind of school it was
- a favourite teacher
- what activities you enjoyed

Writing 1: Connectors

Complete each sentence below with a suitable word or phrase from the box, as in the example.

despite on the contrary whereas on the other hand although
for instance nevertheless ~~while~~ yet because of in other words

Example: ~~while~~ identity theft is by no means a new phenomenon, with the rapid growth of information and communication technology it is increasingly a problem.

- 1 There is plenty of documentary evidence to support the view that he was the author.
..... **Nevertheless**, a number of fairly prominent writers are convinced it was somebody else.
- 2 His paintings have remained highly popular since his death. **Despite** this, he is considered by many to be a painter of fairly modest talents.
- 3 The raw emotion that pervades his poetry is so immediate **because of** his direct verse style.
- 4 **Although** he usually worked within traditional poetic form, he was also ready to change that form if it conflicted with how he wanted to phrase a particular line.
- 5 His poetry is simple, clear and colloquial, **yet** it avoids the coarseness often associated with the colloquial, having instead an almost refined beauty.
- 6 When he wrote his article there was no thought that the Mahler recording would ever be released commercially. **In other words**, he didn't write it to promote the album.
- 7 That once famous scientist is now forgotten, **whereas** his great rival, who at the time was completely unknown, is now regarded as the greatest scientist of the English-speaking world.
- 8 Identity theft is not limited to the developed world. **On the contrary**, it is particularly prevalent in emerging markets which lack legal and policing means to prosecute such crimes.
- 9 How can those celebrities who openly court publicity also expect privacy? One star, **for instance**, blamed her stress levels on the paparazzi while continuing to appear on a TV reality show.
- 10 Some stars complain about their loss of privacy while simultaneously leaking their stories to the Press. Others, **on the other hand**, routinely refuse to answer any questions about their personal lives.

Writing 2: Topic sentences

The topic sentence is important in writing because it tells the reader something about what he or she is going to read in the remainder of the paragraph.

Below is a series of paragraphs with their topic sentences removed. Read each paragraph and write a suitable topic sentence for each one in the space provided, as in the example. The theme of each paragraph is indicated at the beginning.

Example:

Fame

Being famous seems attractive on the surface, but it does have a number of disadvantages.

Although you have the admiration of the general public, the money and the lifestyle, you have virtually no private life. Also, you never really know whether your friends are friends because they like you as a person or because they like your fame.

1

Celebrities

There are a number of reasons why we are attracted to celebrities.

Firstly, they are highly successful. Secondly, they are invariably attractive, both in looks and in lifestyle. Thirdly, and perhaps most importantly, they transport us away from the real world, enabling us for a brief while to forget our everyday lives.

2

Modern art

Modern art is still relatively unpopular.

It is true that typically it employs bright colours and is associated with dramatic images. It has also been around for rather a long time and has a long line of distinguished artists associated with it. But despite all this, it fails to engage the majority of people.

3

Ballet dancing

Is your daughter sure she wants to become a ballet dancer?

If she is, you're going to have to get her lessons as soon as possible. It's never too early to start. You'll also have to tell her to be prepared for years of physically hard training, with no guarantee of success. But at least, she does seem to listen to you.

4

Ancestors

There are a number of advantages to using websites to find out who your ancestors were.

Most obviously, they save you having to travel around looking for ancient birth and marriage certificates, etc. An added bonus to this is that you can actually print off documents directly from the screen without worrying about damaging them or having to get permission to handle them. You have to pay a fee to access some sites but there are a number which are free or have a free trial period to set you off on your journey to find out where and who you came from.

Practice Test One

Section 1



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

Example: What does the man think of Shakespeare?

- A ☐ He is more popular than ever.
- B ☒ He is still relevant today.
- C ☐ He wrote the best stories.

1. What is the woman's opinion of some directors?
 - A ☒ They don't respect their audiences.
 - B ☐ They are making drama more popular.
 - C ☐ They aren't as intelligent as their audiences.
2. What did Monet believe the painter should do?
 - A ☒ record his initial reactions
 - B ☐ use his imagination
 - C ☐ paint as accurately as possible
3. Which people are talking?
 - A ☐ a TV presenter and a novelist
 - B ☒ a journalist and an academic
 - C ☐ a musician and a colleague
4. What does the man think of modern art?
 - A ☐ It raises several questions.
 - B ☐ It is sometimes very boring.
 - C ☒ It doesn't always connect with people.
5. What is the man doing?
 - A ☐ making a comparison
 - B ☒ pointing out a confusion
 - C ☐ giving a description

6. What is the woman's attitude to a strong national identity?
- A ☒ cautious
B ☐ enthusiastic
C ☐ critical
7. What does the woman think the man's attitude is?
- A ☐ optimistic
B ☐ ignorant
C ☒ complacent
8. What does the man say about Andy Warhol?
- A ☐ He knew what would happen in the future.
B ☐ He didn't understand what he was saying.
C ☒ He was more accurate than he realised.
9. What effect does the failure of famous people have on us?
- A ☒ It reassures us.
B ☐ It fascinates us.
C ☐ It upsets us.
10. What do we learn about the man?
- A ☐ He knows famous people.
B ☒ He has been famous.
C ☐ He used to want to be famous.

Test Tip

Remember that you have only one chance to listen, so be sure to read the question or sentence beginning and make full use of the pauses so that you are ready to choose the answer. For example, in Question 7 reading the question should prepare you to listen for the woman's response to what the man says.

Section 2



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

Make sure you spell the words correctly.

11. *Culture can be said to refer to / the customs, practices, languages, and values / that delineate social groups, / such as those based on nationality, / ethnicity, religion or common interests. / Cultural identity is crucial / for people's sense of self / and how they relate to others. / A strong cultural identity / can be a major contributory factor to people's overall well-being.*

Test Tip

If what you have written down doesn't make grammatical or logical sense, then you have probably misheard it, so consider changing it to something that sounds similar and makes sense.

Section 3



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

Example: Celebrity Worship Syndrome is also called Celebrity Obsession Syndrome.

- 12 Mild affliction types are attracted to celebrities for the purpose of entertainment.
- 13 The intense personal types see celebrities as (their) soul mates.
- 14 Those in the final category are referred to as (the) borderline pathological type.
- 15 They react very strongly if a celebrity finds a new partner.
- 16 Some research has been questioned for having suspect research methods.



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

Example: The French Academy of Fine Art drew its tradition from ancient classical art.

- 17 Traditional painting had a composition which was symmetrical.
- 18 Impressionists valued colour more than outline.
- 19 In another break with tradition they did most of their painting outside the studio/outdoors.
- 20 The need to work quickly affected the development of their brushstroke style/brushstrokes.
- 21 Their work was attacked for being unfinished or hurried.

Test Tip

In note-completion exercises, the notes immediately before the gap are often written in a different way to what you hear in the text. When listening for the relevant information, it is important to recognise this. Often a single word is paraphrased, for example in Question 16, where the word you hear “flawed” is expressed in the question as “suspect”.

Section 4



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

Example:

I wasn't particularly aware of my background when I was growing up in Scotland. I knew I looked different from all of my classmates at school but it never occurred to me that I was of a different heritage. But when my uncle came over with my cousins, within a very short time I felt a complete them.

- A ☒ affinity with
- B ☐ disregard for
- C ☐ alienation from

22.

The importation of African slaves into Brazil and Cuba continued well into the late nineteenth century, keeping alive an African identity still noticeable today. By 1776, however, the importation of slaves into North America had virtually stopped; the vast majority of Afro-Americans being grandchildren of persons born there. As a result, this sense of identity was very much

- A ☐ emphasised
- B ☒ diluted
- C ☐ celebrated

23.

In this book, I will argue that developing a strong sense of self (ego identity) alongside a full integration into society (a social/cultural identity), will produce a stronger sense of identity in general. It follows then that insufficient development in either of these areas will increase an identity crisis.

- A ☒ the risk of
- B ☐ the problem of
- C ☐ the frequency of

24.

Morgan Exhibition at the Smith Gallery

January 21st to February 18th

When this exhibition of his portraits was first shown in London, initial reactions were mixed, ranging from the very hostile to the wildly enthusiastic. Still, if it didn't , it wouldn't be modern art, would it? Well, now it's back. Come and see it and make up your own mind.

- A ☐ receive acclaim
- B ☒ invite controversy
- C ☐ raise issues

25.

As I think this edition of his poetry will show, he was sensitive, one might even say overly sensitive, to what was going on around him. He had a very sensuous interaction with the people and the world they inhabited and from a very early age he felt himself do something with this.

- A ☐ attracted to
- B ☐ unwilling to
- C ☒ called to

26.

I didn't expect them to photograph me on a boat through long lenses. I didn't think they'd start looking through my rubbish. I never dreamt it would have such a negative impact on my children, which at times it has. Yet it would be churlish to say there are being famous.

- A ☒ no benefits to
- B ☐ any advantages to
- C ☐ many difficulties

Test Tip

For this section (and any other multiple choice questions), when you have chosen your answer, check the other options to make sure they can't be correct. For example, in Question 24, one of the options can be rejected as being only partially true, while the other is too general.

Section 5



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

I was brought up in London by Jamaican parents. I'd never really been interested in who I was and where I'd come from, or who my grandparents were. But all that changed when I started watching a TV programme which helps famous celebrities to find out about their ancestors. Many of these people had such varied and extraordinary backgrounds in terms of social class and race. Some even discovered the occasional criminal in their family. But what I particularly liked was how, by looking at their family history, they were really finding out about their own identity. And then I heard they were going to do a new series using ordinary people rather than celebrities. So I decided to apply to the TV company and, much to my surprise, I was invited onto the programme.

I was a little apprehensive, but I'd seen enough of the programmes to know that before you agree to do it, it's important to ask yourself some important questions. What do you expect to find from your history? And if you find something very negative, will you be able to deal with it, and be prepared for millions of TV viewers to know about it?

One of the most interesting things happened before I even started filming in Jamaica. The results of a DNA test showed that I was only 56% sub-Saharan African. I was, in fact, mixed race. The rest of me was made up of European and native Jamaican Indian.

That made me feel rather special because it meant at least part of me was native Jamaican. But a local genealogist wasn't particularly impressed. Apparently, it was fairly typical for many of the slaves who escaped from captivity to go into the mountains and mix with the Indians. But at least being "typical" meant I could still see myself as thoroughly Jamaican, which also meant, of course, that it was very likely that my family had been slaves at some point. And this made me desperate to find out who my slave ancestors were. As it happens, I was fortunate enough to be able to follow my paternal grandmother's line directly back to 1794 and a man by the name of Edward Smith.

It was a very special moment. I went back to his burial ground but I also went back to the first land he owned as a free man. Little has changed in the Jamaica landscape over the last 200 years. So standing on top of those hills looking out at the same hills and mountains and plantation that my forefathers themselves will have looked at, I felt at one with them.

Example: The writer was brought up

- A ☐ by his grandparents.
- B ☒ in Britain.
- C ☐ in Jamaica.

27. During his childhood, the writer

- A ☐ didn't often talk to his parents.
- B ☒ wasn't very interested in his background.
- C ☐ didn't regard himself as Jamaican.

28. The writer decided to apply to join the programme because

- A ☐ he identified with people on the programme.
- B ☐ he liked its new focus on ordinary people.
- C ☒ it had made him interested in his own background.

29. The writer thought that any negative facts about his descendants

- A ☐ wouldn't reflect badly on him.
- B ☒ would become very public.
- C ☐ would make interesting television.

30. The writer's native Jamaican Indian links

- A ☒ were quite normal for Jamaicans.
- B ☐ were disappointing for him.
- C ☐ were surprising for the genealogist.

31. The writer's slave ancestor

- A ☐ was a runaway slave.
- B ☒ became a landowner.
- C ☐ lived and died a slave.

Section 6



Read the short article below and answer the questions.

I DON'T REALLY UNDERSTAND A LOT OF BUDDING PERFORMERS, typically the younger actors and musicians, who crave fame. What exactly is it they want? Of course, they will have the vast amounts of money, the cars, the clothes, but they will also have to make the inevitable sacrifices: lack of privacy, obsessive fans following them wherever they go, and those so-called friends, most of whom are hanging around not because they like them but because they want to be associated with success (and of course, sometimes they're just after their money).

I know two performers, one an actor, the other a jazz singer. Both are completely fulfilled in what they do. Professionally they get regular work, so they are comparatively successful. And crucially they receive a great deal of respect from fellow actors, directors, musicians – as well as those keen followers of their particular kind of music or theatre amongst the general public. They've both done some work for television, but not sufficiently memorable for that to be a problem. They can both walk down the street or sit in a restaurant without anybody batting an eyelid.

They seem to have got the balance right. What those young performers seeking fame have to ask themselves, is what kind of fame they are looking for. Is it fame through achievement in their chosen profession or simply fame for its own sake?

Example: What kind of performers typically want to be famous?

young actors and musicians

32. What is the motivation of typical friends of celebrities?

(They want) to be associated with success

33. How do the two performers feel about their work?

(They are) fulfilled in what they do

34. How are the actor and the jazz singer regarded within their professions?

They are very respected/They get a lot of respect

35. How do the public react when they see the actor and the jazz singer?

They don't react/They don't bat an eyelid

Section 6 Continued



Read the short article below and answer the questions.

IT'S FASCINATING TO DISCOVER the lengths some people will go to find an identity. One case study involved a man with an English mother and an Irish father, who was born and grew up in England, yet was desperate to create an Irish identity.

He visited Ireland regularly, loved the music, the literature, the food. But then he went further. He restricted himself to Irish radio and newspapers, so much so that he often had no idea of what was going on in his own country. (He once found himself waiting for an hour at a bus stop unaware of a local bus strike.)

He also had this habit of addressing English friends who were of Irish descent with the Irish form of their English name, which some of them found rather presumptuous.

But the strangest thing of all was that he reinvented his own history. He would tell people that he was born and brought up in Ireland, and that a group of friends he regularly visited there were his own family.

Of course, he wouldn't be the first to feel an affinity with a particular part of his ancestry. However, his determination to create a solely Irish identity at the expense of his English heritage was unusual, and in fact alienated him from a number of friends.

Example: What were the nationalities of the man's parents?

English and Irish

36. What was he very keen to do?

create/have an Irish identity

37. Why was he unaware of the bus strike?

He restricted himself to Irish newspapers and radio

38. What irritated friends of Irish descent?

He used the Irish form of their names

39. How was he similar to other people?

He felt an affinity with (part of) his ancestry

Section 7



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

Actors will often tell you that over 90 per cent of them are out of work at any one time. One might think this is typical over-dramatisation on their part, but, no, they claim; statistics provided by the actor's union, Equity, bear this out. What they will also bitterly point out to you is that it's the same 10 per cent or so who tend to get all the work, while the rest of them look on in envy, hoping that one day they'll get that big break which will launch a glittering career in stage, TV or even Hollywood.

The statistics are grim but they could be worse. They include, for example, very successful actors who earn enough money to decide to take a large part of the year off. Think, for instance, of a major star who does a highly lucrative film or TV series which only involves her working for four months or so. The figures also include those who are doing other work but hold onto their actor's union membership. I'm not really talking here of those numerous actors working as waiters in bars and restaurants between jobs, but those who have taken up other careers.

Having said all that, it would be silly to pretend that an actor's life is one of great financial reward and security. If you really do want to pursue a career in acting, put aside those dreams of Hollywood. You

need to be determined and realistic.

There are those who have managed to embark on a successful career without having any formal training, but they are few and far between. For most people it's a case of getting onto the right acting course. But what kind of courses are there?

The surest way to get training is by being accepted into a drama school. There are a small number of reputable establishments which offer comprehensive training and have important links with those in the profession, looking to take on new talent. However, there's a great deal of competition for places so it's incredibly difficult to gain entry. They also happen to be rather expensive and scholarships are rare. There are less famous drama schools but they tend to have a mixed reputation within the industry. So it's worth doing some research to find out how many successful careers they have launched.

It's also possible to study at university. A few universities provide quality courses, but those with a more academic, less practical element have less currency. You should definitely steer clear of so called "dramatic arts" courses at minor universities and colleges of further education. Most of them are a complete waste of time, and certainly won't get you noticed when you leave.

Example: A lot of actors are often out of work.

40. Actors' claims are substantiated by figures from the actor's union/Equity.
41. Those actors in constant employment amount to approximately 10% /ten per cent.
42. Some actors take a long break because they earn enough money/can afford to.
43. A number of out-of-work actors find employment in bars and restaurants.
44. It's rare to be successful with no formal training.
45. Good drama schools have contacts within the profession.
46. Employers are less attracted to university courses with a more academic focus.

Test Tip

The use of paraphrase in the notes may go beyond single words. For example, in Question 44, look in the text for a correspondence between "It is rare ... with no ..." and what is stated in the text.

Section 8



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

47. You have read the article on a career in acting. Write a letter to an English-speaking friend who is thinking of becoming an actor.

Write about 150–200 words and include the following in your response:

- the disadvantages of acting as a career
- why you think your friend should re-consider
- some general career advice

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

Test Tip

Make sure that you include all the information required by the bullet points, otherwise you risk losing marks, however good your English is.

Section 9



Choose one of the topics below and write your answer in 250–300 words.

48. A) Fame

Write an essay in response to the following question:

It doesn't matter how many of us say we would like to be famous; deep down we're very relieved that we're not.

How far do you agree with this statement?

Or

48. B) The Arts

A website is asking for contributions to a discussion on what benefits (if any) the arts bring to modern society.

Write your article.

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

Section 10 (2 minutes)

In this section you will speak on your own for about one and a half minutes. Your teacher/ examiner will ask one of the main questions below and ask the follow-up questions if necessary.

Main prompt 1:

- If you won a lot of money, how would it affect your life?

Follow-up prompts:

- Would you give any of your money away? How much, and who to?
- Would you decide not to work for a living? (Why/Why not?)
- Can you think of any negative effects of suddenly becoming rich?
- What things do you think are more important than being rich?

Main prompt 2:

- What is the most valuable thing you have learnt from your schooldays?

Follow-up prompts:

- Do/Did you enjoy your schooldays? Why/Why not?
- What are/were your favourite subjects at school? Why did you enjoy them?
- How far do you agree that schools should teach more practical subjects?
- How important do you think exams and tests are in education?

Main prompt 3:

- What communities do you feel you are a part of?

Follow-up prompts:

- Do you belong to any clubs or societies?
- How well do people in your area know their neighbours?
- Do you think people are less community-minded than they used to be? (Why/Why not?)
- How far do you think online communities have replaced real-life ones?

Main prompt 4:

- How important is food in your life?

Follow-up prompts:

- Do you think your diet is generally healthy? (Why/Why not?)
- Do you prefer home cooking or eating out? (Why?)
- What is your favourite kind of food?
- Do you enjoy cooking? (Why/Why not?)

Section 11 (2 minutes)

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

Should we cut down on the use of private cars?

What do you think?

Your teacher/examiner will use the following prompt questions/statements to take an opposing viewpoint to yours.

**For cutting down
on private cars:**

- Cities are becoming more and more congested.
- Public transport is a more efficient way of getting people from one place to another.
- The growth in car ownership is not sustainable.
- Private cars cause a lot of pollution.

**Against cutting down
on private cars:**

- Cars are more convenient than public transport.
- Private cars represent freedom.
- People will never voluntarily give up driving.
- Public transport is too expensive and unreliable.

Test Tip

The discussion will proceed more easily if you take up a clear position on the question rather than a “yes and no” compromise. State your opinion initially (with a reason), then respond to what the interviewer says.

Section 12 (2 minutes)

In this section you will talk about these two pictures for up to 1 minute. The pictures are being considered for the cover of a book about childhood experiences. Tell your teacher/examiner what you can see in the pictures.



Your teacher/examiner will now ask this follow-up question:

Which of these pictures would you choose for the cover of a book about childhood experiences and why?

Section 13 (2 minutes)

In this section you will take part in a role play. Your teacher/examiner will explain the situation.

TEST TAKER'S CARD

The situation: Your brother's/sister's/friend's young son has damaged one of your CDs and you are annoyed about it.

Your goal: To tactfully suggest that the child should be punished or made to apologise and that in general you feel the child is allowed to get away with too much bad behaviour.

Your teacher/examiner is your brother/sister/friend. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

Oh dear. Still that's what kids are like, isn't it?

We've never believed in punishment.

I'm sure he didn't mean to do it.

Are you suggesting I'm bringing him up badly?

That is the end of the test.

Unit Two

The themes for this unit are: the mind/language/learning/communication

Vocabulary and Grammar

Vocabulary 1: Collocations

Put together words from each box to form phrases, then use them to complete the sentences, as in the example.

social
popular
fairy
native
group
experimental
nervous
religious
mental
rational
endangered

capacity
bodies
usage
languages
tongue
thought
interaction
system
psychology
tale
identity

Example: Preserving endangered languages is a vital part of securing the culture and heritage of our rich human landscape.

- 1 The article discusses the relationship between children's development and their social interaction with others.
- 2 They are trying to put a figure on the number of people whose native tongue is Portuguese.
- 3 Research has shown that although children have the mental capacity to infer, some do not do so without teacher direction.
- 4 His major contribution to experimental psychology was to describe in detail the phenomenon of classic conditioning.
- 5 A person who is using rational thought is giving reasons and logical evidence behind what they think or know.
- 6 The course looks at the role of the fairy tale in children's literature past and present.
- 7 Like age, sex, social class and religion, language is considered essential to the maintenance of group identity
- 8 In popular usage, the term "refute" is used rather loosely to mean "reject" rather than "disprove".
- 9 Religious bodies soon realised that the theory of evolution completely undermined their belief that all organisms, other than man, were devoid of 'souls'.
- 10 The human body's nervous system is made up of millions of neurons, microscopic cells, each one connected to many other neurons.

Vocabulary 2: Idiomatic language

Circle the correct word to complete the sentences, as in the example.

Example: By switching from one language to another, you are sending mixed *signs* (signals) to a child.

- 1 Bad dreams might indicate that you are somewhat ill / badly at ease with aspects of your life.
- 2 My interest in the language didn't really come alive / awake until I visited Rome.
- 3 Children have the whole / big world in front of them to learn about and will not stop asking questions about what they see.
- 4 Evening classes are an excellent way of learning new skills and cost *near* / next to nothing to join.
- 5 An infant will do the best it can / does to grasp things which attract it.
- 6 He was in two *thoughts* / minds whether to do a degree at such a mature age.
- 7 A child may perform at several different learning stages at one and the same time / moment, depending on the nature of the tasks and other factors.
- 8 Time working and living in the country of the target language is time well *used* / spent.
- 9 We should welcome the developments in neuroscience which blur / join the distinction between the mind and the brain.
- 10 We should study mostly in the mornings because our brain is more alert then or so the theory / practice goes.

Vocabulary 3: Phrasal verbs

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

work out filter out map out go about bring up end up
look at put away bear out shut down build up

Example: The education department is attempting to work out a properly balanced learning programme for three- and four-year-olds.

- 1 His initial research area was animal digestion so how, we ask, did he end up making a major contribution to learning theory?
- 2 A number of key areas of the brain shut down while we are sleeping.
- 3 If you want to bring up a child speaking two languages, careful planning is essential.
- 4 To understand how a second language is learned we need to look at those who learn it outside the classroom.
- 5 Reading is essential if you want your children to build up an extensive vocabulary.
- 6 If you really want to learn, eventually you'll have to put away the coursebook and go out and speak the language.
- 7 The brain has an amazing ability to filter out redundant information.
- 8 Researchers bear out the commonly held belief that experience is the best teacher.
- 9 Behavioural neurologists have managed to map out the regions of the brain that are essential for the normal functioning of language.
- 10 The purpose of the study was to understand how children go about learning new words.

Vocabulary 4: Word formation

Complete the sentences with a suitable form of the word in bold, as in the example.

Example: His belief that all behaviours were learned rather than innate was *controversial* at the time. **CONTROVERSY**

- Many philosophers *theorise/theorize* about the relationship between the mind and the soul but few of them are convincing. **THEORY**
- He attempted to *analyse/analyze* what was actually happening to the brain when we dream. **ANALYSIS**
- We aim *primarily* to get children to take control of their own learning. **PRIMARY**
- He looked into ways of measuring at which level of *consciousness* human thought can be measured. **CONSCIOUS**
- There is no evidence to suggest that the ability to learn foreign languages is *genetic*. **GENES**
- The *dominance* of teacher-centred learning hindered independent thinking amongst pupils. **DOMINANT**
- Books 1 and 2 of the English course use a *predominantly* audio-lingual methodology. **PREDOMINANT**
- The teacher should only *intervene* if the child is unable to complete the task after ten minutes. **INTERVENTION**
- His *assertion* that the soul exists beyond the body made the Church much more predisposed towards him. **ASSERT**
- I spend ten minutes a day in meditation so that I can *contemplate* my direction in life. **CONTEMPLATION**

Grammar 1: Defining relative clauses

Combine each of the following pairs of sentences using a relative pronoun and no commas, as in the example.

Example: Mr Jones was the teacher. Mr Jones inspired me more than anyone.

Mr Jones was the teacher who inspired me more than anyone.

- He developed a theory of the brain. Many people are sceptical of this theory.
He developed a theory of the brain (which/that) many people are sceptical of
- The French course still hasn't arrived. I ordered it from you over a month ago.
The French course (which/that) I ordered from you over a month ago still hasn't arrived
- Students attended his class. They learned more quickly than others.
Students who/that attended his class learned more quickly than others
- Skinner is best known for his behaviourist learning theory. Skinner is an influential philosopher.
Skinner is an influential philosopher who is best known for his behaviourist learning theory

- 5 He went back to the school. He had studied there as a child.
He went back to the school where/at which/in which he had studied as a child
- 6 Gray was a keen advocate of a theory. The theory revolutionised classroom teaching.
Gray was a keen advocate of a theory which/that revolutionised classroom teaching
- 7 The prize is to be given to a man. This man has changed the way we think about the mind.
The prize is to be given to a man who has changed the way we think about the mind
- 8 Hieroglyphics was developed by the ancient Egyptians over 4000 years ago. Hieroglyphics was a formal writing system.
Hieroglyphics was a formal writing system which/that was developed by the ancient Egyptians over 4000 years ago
- 9 Tonal languages use pitch to distinguish the differences in meanings between words. Tonal languages are a category of languages.
Tonal languages are a category of languages which/that use pitch to distinguish the differences in the meanings of words
- 10 At that time, total immersion was a new idea in language learning. I learned Spanish then.
I learned Spanish at the time when total immersion was a new idea in language learning

Grammar 2: Modals – past forms

Fill in the gaps using a word or phrase from the box, as in the example. In some cases more than one answer is possible but you should use each word or phrase only once.

must have might have can't have ~~could have~~ should have shouldn't have
 ought to have was to needn't have was able to couldn't

Example: He *could have* developed better reading skills if they'd had more books at home.

- 1 Where is he? He *ought to have/should have* finished his English class by now.
- 2 Philosophers then *couldn't* see the soul and the mind as different things.
- 3 He *was to* do the IQ test this morning, but I haven't heard from him yet.
- 4 They *ought to have/should have* used more authentic materials in the classroom.
- 5 It *can't have* been easy for him to expound his learning theory amid such scepticism.
- 6 I *needn't have* paid for all those lessons if he'd told me he was going to drop Spanish.
- 7 He *might have* progressed more quickly if there'd been a better learning environment.
- 8 If we see the mind as such a mystery nowadays, think what it *must have* seemed like in the past.
- 9 I *shouldn't have* tried to enrol on the course without taking a look at the alternatives.
- 10 I *was able to* remember all my dreams in great detail when I was young.

Grammar 3: Gerunds and infinitives

Complete each sentence below with the gerund or infinitive form of a verb from the box, as in the example.

struggle teach ask send look think study establish write use bring

Example: I remember struggling with the concept of perspective when I first started drawing as a child.

- 1 He had to postpone looking for a job until he was sufficiently fluent in the language.
- 2 He hoped to establish, once and for all, that the mind and the brain were quite separate things.
- 3 Many parents can't afford to send their children for extra lessons when they are falling behind.
- 4 Educationalists suggest bringing everyday objects into the class for young learners.
- 5 A number of students mentioned using speech recognition technology as a way of improving their pronunciation.
- 6 He started as a researcher but then went on to teach linguistics at Harvard University.
- 7 He recommended studying different language techniques for my thesis rather than focusing on just one.
- 8 It's hard to imagine him as a 12-year-old boy writing his first academic article.
- 9 We need to ask ourselves whether the methods we use for testing learning have a negative effect on the children.
- 10 Philosophers were used to thinking of the mind and the spirit as the same thing.

Language skills

🎧 Listening: Note taking

Look at the notes below and try to complete them using the words and phrases in the box that would fit grammatically and logically, as in the example. Then listen to the lecture and check your answers.

facts diagrams or charts understood quickly
making notes defend or criticise verbal

Sensory learners – prefer practical and factual information

- need less focus on 1 facts in isolation
- need more focus on facts to support theory

Intuitive learners – prefer conceptual and theoretical information

- need to slow down and find detail to 2 defend or criticise/criticize theory

Visual learners – prefer graphic information such as 3 diagrams or charts

But most information is still delivered through speech and writing.

- so need to practise note taking and using 4 verbal explanation

Verbal or word-oriented learners – prefer to listen to or read information and don't utilise information in graphic form, which can be 5 *understood quickly*

- should use audiovisual materials
- should use symbols and charts when 6 *making notes*

Speaking: Discussion

In pairs or small groups, discuss the following questions.

- 1 Are you mainly a *sensory* or *intuitive* learner? Do you find it easier to memorise facts or theories?
- 2 Are you mainly a *visual* or *verbal* learner? Do you find it easier to understand someone explaining something in words, or would you rather see a diagram? If you have to give someone directions, would you write them down or draw a map?
- 3 Do you tend to revise for an exam all at once the day before or in short bursts spread out over a longer period?
- 4 Do you like to study with music on in the background, or is it a distraction?

Writing: Avoiding repetition

Improve the passage below by replacing unnecessary repetition with a suitable pronoun, as in the example. Do not change any of the words in bold type.

Pavlov's interest in learning stemmed from Pavlov's research into what caused dogs to produce saliva. Pavlov initially concluded that the saliva's production was an automatic response to the dogs' tongues touching the food. Pavlov called the automatic response to their tongues touching the food "the salivation reflex".

But then he noticed that as the dogs became familiar with the experiments, **the dogs** started to salivate before the dogs' tongues touched the food, which suggested some kind of anticipation.

Pavlov then hid the food from the dogs, and before revealing the food, introduced a totally unrelated stimulus – a ticking sound. At first the dogs salivated only on the appearance of the food, but then began to connect the sound with the food's arrival. Soon, the sound alone made the dogs salivate. **Pavlov** called **the new response** "the conditioned reflex".

Pavlov's interest in learning stemmed from his research into what caused dogs to produce saliva. He initially concluded that its production was an automatic response to their tongues touching the food. He called this "the salivation reflex". But then he noticed that as they became familiar with the experiments, the dogs started to salivate before their tongues touched the food, which suggested some kind of anticipation. Pavlov then hid the food from the dogs, and before revealing it, introduced a totally unrelated stimulus – a ticking sound. At first they salivated only on the appearance of the food, but then began to connect the sound with its arrival. Soon, the sound alone made them salivate. Pavlov called the new response "the conditioned reflex".

Practice Test Two

Section 1



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

Example: What does the man say about imagination?

- A ☐ We are not really interested in it.
- B ☒ We are learning more about it.
- C ☐ We don't understand it.

1. What does the speaker say about the effects of the learning environment?

- A ☐ They are minimal.
- B ☐ They are disputed by some.
- C ☒ They have not been sufficiently researched.

2. What is the man doing?

- A ☒ clarifying his position
- B ☐ challenging a theory
- C ☐ attacking his critics

3. What does the woman think effective teaching depends on?

- A ☐ preparing your students
- B ☒ developing student-teacher relations
- C ☐ being a role model

4. What best describes the man's manner?

- A ☒ assertive
- B ☐ provocative
- C ☐ controversial

5. What is the woman speaking about?

- A ☐ how language has changed
- B ☒ the origins and function of language
- C ☐ what people talk about

6. What is the speaker's attitude to saving languages?
- A ☐ sceptical
 - B ☐ optimistic
 - C ☒ realistic
7. What is the woman implying?
- A ☒ She has more affinity with English.
 - B ☐ Her German isn't as good as her English.
 - C ☐ She thinks English is more useful than German.
8. What is the man's reaction to some philosophical concepts?
- A ☐ They make him feel unwell.
 - B ☒ They are too confusing.
 - C ☐ They stop him thinking.
9. What is the woman suggesting?
- A ☒ The brain adapts itself with age.
 - B ☐ The young have a more active brain.
 - C ☐ Older people are less interested in what is around them.
10. What is the speaker being?
- A ☐ argumentative
 - B ☒ ironic
 - C ☐ unconventional

Section 2



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

11. *Some argue that / it is only the higher intellectual functions such as reason and memory / that constitute the mind, / the emotions being altogether / more primitive in nature. / As a result, they should be categorised differently. / Others, however, contend that / such a separation is at best suspect, / at worst perfunctory / since both emotions and rational thought / emanate from the same thing.*

Test Tip

Try to resist writing anything when you listen the first time. Instead, concentrate on understanding the overall meaning.

Section 3



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

Example: Zamenhof had been influenced by the racial conflict between the different communities where he lived.

- 12 He realised that any existing languages wouldn't have the necessary neutrality to be accepted as an international language.
- 13 Esperanto is simpler and more regular than other languages and allows people to communicate without the cultural advantage which favours a native speaker.
- 14 Esperanto would also play a role in helping minority languages to survive.
- 15 The vocabulary's European bias is not such a problem because many of its technical terms are used in other languages.
- 16 Esperanto's rules are very straightforward. To give a word its opposite meaning, a prefix is added.



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

Example: The part of the brain responsible for logical explanations is the frontal cortex.

- 17 During dreaming, the frontal cortex partially shuts down.
- 18 Many of us have had dreams involving running or flying.
- 19 Parts of the brain are activated out of a need to reset themselves.
- 20 The frontal cortex's inability to cope means that dreams often resemble a fairy tale.
- 21 This is because it is receiving too much data.

Section 4



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

Example:

If it was predominantly a way of conveying information, why isn't language more stable? Even within language groups, it changes from community to community, from generation to generation. This shows the dominance of the socializing element. Why? Because language is our way of establishing a group identity, of from outsiders.

- A ☐ removing ourselves
- B ☐ protecting ourselves
- C ☒ distinguishing ourselves

22.

There's a popular belief that a goldfish has a memory of approximately seven and a half seconds. If this is true, it would account for its seemingly endless curiosity every time it does a of the average goldfish bowl.

- A ☒ complete circuit
- B ☐ full survey
- C ☐ detailed inspection

23.

Currently there are several options available for dealing with the issue of endangered languages. One of the most controversial is simply to do nothing. Such a strategy would the assertion made by some people that it is perfectly normal for languages to change or die.

- A ☒ support
- B ☐ counter
- C ☐ weaken

24.

I have been using the articles and demonstration videos from your website over a number of years and continue to develop my own and other people's memory skills. I would like to thank you and your wonderful team for helping me my true potential.

- A ☐ to understand
 B ☒ to realise
 C ☐ to acknowledge

25.

There seems to be no agreement on what learning to learn actually means. It tends to be used as a rather vague general term, for any attempts by adults to develop their own particular method of learning.

- A ☐ strategies for
 B ☒ insights into
 C ☐ answers for

26.

Mind and thought

A lecture by Dr Ian Berkley
 8th March 7.30 pm Room 205

For many, the mind is synonymous with thought. It's the conversation which is going on inside our heads. It's seen as a private thing which nobody else has access to. Others can try to interpret what we are thinking, but they can never really know what's going on., do we ourselves know what's going on? Find out from Dr Berkley

- A ☐ On the contrary
 B ☐ On the other hand
 C ☒ Come to think of it

Test Tip

It can often help if you imagine where you would see these texts in everyday life. For example, does it come from a magazine, an advertisement or a leaflet?

Section 5



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

Dualism in the philosophy of the mind, is the theory that the mind and the body are in some categorical way separate from each other. It can be traced back to Plato, Aristotle, and a number of the eastern philosophies, but it was most precisely formulated by René Descartes in the 17th century.

Descartes (1596–1650) argued that since the nature of the mind (that is, a thinking, non-spatial thing) is completely different from that of the body (that is, a spatial, non-thinking thing), they are entirely separate entities, and therefore it is possible for one to exist without the other. This theory allowed for the immortality of the soul, which made it so accepted by religious bodies.

However, the argument also begged a very big question concerning mind-body causal interaction: if their natures are completely different, how can the mind instigate bodily movement (for example, raising one's hand to ask a question), and how can the body's sense organs cause sensations in the mind?

Benedict de Spinoza (1632–1677) tried to solve this problem of dualism by claiming that the mind and body are not two different substances that interact; rather they are both attributes of one substance. His theory is known as psycho-physical parallelism.

The current version of identity theory is that the mind and the brain are one

and the same thing. And since there is only one substance, there is no problem of interaction. Consciousness is the individual's experience of the brain, and brain processes that accompany conscious experience are observable.

For example, if you twist your ankle, you will be conscious of pain. On a physical level, your central nervous system is sending messages from your ankle to your brain. Or suppose you are sitting down and want to stand up. Your decision to move your body sends messages from your brain to your muscles and your legs and arms move.

But has the problem of interaction finally been solved? It's all very well talking about things like pain and simple body movements. Things get rather more complicated when we go beyond such things to more complex concepts. If, for example, I am thinking of the concept of equality or of a member of my family, how likely is it that I am using the same physical areas of the brain as someone else who is thinking exactly the same things, or that a brain scanner could be used to analyse what we were both thinking?

Example: Descartes' contribution to dualism was

- A ☐ inventing the term.
- B ☐ originating the concept.
- C ☒ developing the theory.

27. Descartes argued that the mind and the body

- A ☐ can not operate simultaneously.
- B ☒ are independent of each other.
- C ☐ should be defined differently.

28. A problem with Descartes' theory was that

- A ☐ it didn't understand how the body works.
- B ☒ it didn't explain physical reactions to mental activity.
- C ☐ it only considered mental activity.

29. According to Spinoza, mind and body

- A ☐ have a causal relationship.
- B ☐ perform exactly the same function.
- C ☒ are characteristics of one entity.

30. Current thinking on the subject

- A ☒ has resolved the issue of interaction.
- B ☐ accepts Spinoza's idea.
- C ☐ regards all mental activity as physical.

31. More complex mental activity

- A ☐ is untraceable in the brain.
- B ☒ is difficult for science to interpret.
- C ☐ registers differently with different people.

Test Tip

Try not to be put off if you find a particular text difficult to understand in parts. Try to form an idea of the general meaning and answer the questions – you will often find that the questions can be answered even if you don't understand everything.

Section 6



Read the short article below and answer the questions.

IT'S POSSIBLE THAT TWO MILLION YEARS AGO our ancestors spoke some kind of language, although it would have been very different to what we call language today. It would be more accurate to call it proto-language – single utterances, without syntax, similar to what we hear from infants.

Language as we know it today, developed when humans left the forests some 120,000 years ago and went out onto the grasslands to look for animals and vegetables to eat, (hence the term “hunter-gatherers”). In such circumstances, it became extremely important for those returning from hunting for food to be able to indicate where they had found food, which means having to develop symbols that could be used free of context. In other words, they had to develop a language.

Most experts think that gesture preceded words. This is borne out when we observe how our more primitive relations (e.g. chimpanzees) behave. And hand gestures are still an essential part of human communication (even when talking on the telephone!). It's likely that words did not predominate over gesture-based language until about 100,000 years ago, when some kind of genetic change probably allowed human speech to develop enough to become a separate system, rather than a series of sounds to accompany gestures.

Example: What is a more accurate name for very early language?

proto-language

32. From whom would we hear a kind of proto-language nowadays? (from) infants
33. Why did hunter-gatherers need language? to indicate where they'd found food
34. What modern activity shows the continued use of gesture? making a phone call
35. What is likely to have facilitated the development of speech? a genetic change

Test Tip

When answering questions like this, try to give a full answer but don't include unnecessary information. Your answer doesn't have to be written as a sentence – often a word or phrase is enough. For example, a full sentence answer to Question 33 would be “They needed language because they had to be able to indicate where they had found food.” However, all you need to write is the last seven words.

Section 6 Continued



Read the short article below and answer the questions.

JEAN PIAGET was a Swiss psychologist who constructed a theory of child development and learning centred on the idea that the developing child builds cognitive structures, types of mental maps or “schema”, in order to understand and respond to physical experiences within his or her environment. These schema increase in sophistication with development, moving from a number of instinctive reflexes such as crying and grasping to highly complex mental activities. His theory maps out in great detail four developmental stages and the processes by which children progress through them.

During each stage, the child experiences his or her environment using whatever mental maps he or she has constructed so far. If the experience is a repeated or familiar one, the child assimilates it into his or her existing schema. If the experience is different or new, the child alters his or her schema in order to accommodate it. A child accommodates because when it confronts something which is new it gets confused. Accommodation helps it to regain equilibrium. In so doing, the child builds up more and more adequate cognitive structures.

Example: What kind of theory did Piaget construct?

a theory of child development

36. What is Piaget’s particular term for mental maps?

schema

37. What does the child do when confronted with experiences he or she recognises?

He/She assimilates them

38. How does the child feel when faced with new experiences?

It gets confused

39. What is the effect of accommodation?

It regains/helps (to) regain equilibrium

Section 7



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

With more and more families these days raising their children in an environment where they are exposed to more than one language, the prospect of raising them as bilingual has never been more appealing. But how should parents go about it? Bilingualism really isn't something that simply happens. If you want your children to be successful in more than one language, it needs careful thought. So, whatever your reasons for wanting your child to speak two languages, it's essential to work out a language plan in advance and to be prepared to make the necessary commitments yourself. And it is time well spent. There is clear evidence that children whose parents have taken the time to plan in advance often acquire higher levels of language skills in both languages.

The first thing you should do in order to plan a strategy is to define for yourself what type of bilingualism is needed for the child to function as a member of your family, as a member of the community, and as part of the culture. For some families, having the ability to listen in two languages but speak in just one may constitute bilingualism, for others it is being able to listen and speak in two languages but read and write in only one. Then there are parents who expect their children to be not only bilingual, but also literate in both languages.

Having decided what they want, the parents need to think about what the child is being taught at school, so that they know what they should focus on away from school. They should then discuss what language strategies each of them should use to achieve their goals.

Experts agree that it is important to separate two languages to make their acquisition easier for children. If they are learning two languages at the same time, their parents need to work out language strategies that emphasize the boundaries between the languages. For example, if the parents have different native languages, then each parent can speak to the child exclusively in his or her own language, or they could use each language on alternate days. Another strategy would be for both parents to speak one language at home while the child learns the other language at school. A more imaginative strategy would be one where both parents spoke both languages to the child but separated them according to situation (e.g. mealtimes).

The most important thing is to be consistent. If you blur the distinction between the languages by, say, mixing them in the same conversation, the child will have difficulty separating vocabulary and grammar into the appropriate language and may end up speaking its own hybrid language.

Example: If you want to raise a child bilingually, you should have a language plan.

40. For the child to function properly, it is important to identify the appropriate type of bilingualism.
41. More ambitious parents want their children to read and write in both languages.
42. To discover where to focus, parents should look at what is happening at school.
43. Separating the two languages will facilitate acquisition.
44. Parents need to use strategies which will highlight language boundaries.
45. An interesting strategy is to use different languages depending on the situation.
46. It's important to keep the languages separate to prevent the child developing a hybrid language.

Section 8



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

47. You have read the article on bilingualism. Write a letter to a couple who speak two different languages and do not know whether to bring up their child bilingually.

Write about 150–200 words and include the following in your response:

- which type of bilingualism you think is the most suitable for them
- the most effective strategies they can employ
- your opinion on whether it's easier for a child or an adult to become bilingual

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

Section 10 (2 minutes)

In this section you will speak on your own for about one and a half minutes. Your teacher/ examiner will ask one of the main questions below and ask the follow-up questions if necessary.

Main prompt 1: • How do you think other people would describe your character?

Follow-up prompts:

- What would you say is the dominant aspect of your character?
- How far do your friends tend to have similar characters to your own?
- Who or what has been the biggest influence on your personality?
- In what ways do you think that your character changes over time?

Main prompt 2: • Would you like to be famous?

Follow-up prompts:

- If you did become famous, what would you like to be famous for doing?
- Why do you think so many people nowadays seem keen to be celebrities?
- What are some of the disadvantages of being famous?
- Some people say young people today are too obsessed with celebrities. How far do you agree?

Main prompt 3: • What do you enjoy reading?

Follow-up prompts:

- Do you prefer fiction or non-fiction? (Why?)
- Which do you read most: books or newspapers and magazines? (Why?)
- How often do you read news stories, either in newspapers or online?
- How important is it for children to be well-read?

Main prompt 4: • To what extent are you worried about environmental problems?

Follow-up prompts:

- What do you think is the greatest threat to the environment?
- In what ways do you, or people you know, try to be environmentally friendly?
- How do you think lifestyles will be affected by changes in the environment?
- Do you think individuals can make a difference to the environment, or is it the responsibility of governments and businesses?

Test Tip

Mistakes are natural, so don't worry if you make a mistake when you're speaking. Of course you can correct a particular mistake if you notice it as you speak, but don't let it interfere with getting your point across.

Section 11 (2 minutes)

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

Should the government provide funding for the arts?

What do you think?

Your teacher/examiner will use the following prompt questions/statements to take an opposing viewpoint to yours.

For government funding:

- Culture is a vital part of any society that wants to call itself civilised.
- Most people enjoy the arts in some form.
- Without subsidies some art forms wouldn't be able to survive.
- Government funding makes artistic activity available for all, not just those who can afford it.

Against government funding:

- Government funding tends to go to élitist art forms rather than popular ones.
- If an art form is popular enough, it won't need funding because people will pay for it.
- Government money would be better spent on things like schools and hospitals.
- Spending money on the arts can't be justified when there are so many people in the world living in poverty.

Section 12 (2 minutes)

In this section you will talk about these two pictures for up to 1 minute. The pictures will be used to publicise a lecture on getting your point across. Tell your teacher/examiner what you can see in the pictures.



Your teacher/examiner will now ask this follow-up question:

Which of these pictures would you choose to publicise a lecture on getting your point across? (Why?)

Test Tip

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

Section 13 (2 minutes)

In this section you will take part in a role play. Your teacher/examiner will explain the situation.

TEST TAKER'S CARD

The situation: An older member of your family has never had a mobile phone and is reluctant to get one.

Your goal: To persuade your relative that it would be useful to have a mobile phone and that there is nothing complicated about using one.

Your teacher/examiner is your family member. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

So, why do you think I need a mobile phone?

I've managed to live without one all my life so far.

I don't like the idea of people being able to contact me whenever they want.

At my age, it's too late to catch up with all this modern technology.

I've heard they can be very expensive and I've got better things to spend my money on.

That is the end of the test.

Unit Three

The themes for this unit are: living abroad/cultural diversity/the changing world/science

Vocabulary and Grammar

Vocabulary 1: Verb plus preposition

Complete the text below using phrases from the box, as in the example. Use each phrase only once.

~~think about~~ looking into provide yourself with enquire about interacting with
cope with alert yourself to regarded as presented with decide on prepare for

Many students are finding it difficult to (**Example:**) ~~think about~~ what to do after finishing school and are 1 **looking into** the possibility of taking a year out to study abroad. It's 2 **regarded as** a sensible option for those not yet ready to 3 **decide on** a university course at home. But if you do take a year off, it's important to 4 **provide yourself with** as much information as possible about the nature of the country.

If you intend to go to a country that is culturally or politically very different from your own, you will be 5 **presented with** a number of challenges, and it's important to be able to 6 **cope with** them. You'll be 7 **interacting with** people on a professional level and a social level, so do your homework on acceptable forms of behaviour. It's also a good idea to 8 **enquire about** such things as rules and regulations, health issues, etc.

You won't be able to 9 **prepare for** everything before you go, so once you have arrived, keep your eyes open so that you can 10 **alert yourself to** potential difficulties and dangers.

Vocabulary 2: Collocations

Put together words from each box to form phrases, then use them to complete the sentences, as in the example.

dominant
study
global
chain
language
outside
observation
natural
communications
indigenous
career

peoples
culture
resources
world
options
economy
technology
skills
guides
barrier
stores

Example: Thankfully, the worst of the financial crisis has passed and a recovery in the global economy is underway.

- 1 Rapid advances in communications technology have provided tools for information-sharing that could not have been envisioned fifteen years ago.
- 2 The emergence of subculture is always a reaction against, or an opposition to a dominant culture.
- 3 Many teachers are concerned about the increasing reliance of students on online study guides.
- 4 Progress in science and technology in the past 100 years has not been without costs, such as the faster depletion of natural resources.
- 5 People returning without a skill after working abroad for some time, have limited career options.
- 6 Frequently standing in the way of full cultural integration is the language barrier between the different communities.
- 7 We aim to enable the indigenous peoples of the world to retain their cultural identity while taking their place in a modern society.
- 8 These people live as their ancestors did, unaffected by rapid progress in the outside world.
- 9 It was a very different working environment which required me to use all of my observation skills to find out how to behave appropriately.
- 10 Hi-tech gadgets which you used to be able to buy from fancy shops are now available quite cheaply in ordinary chain stores.

Vocabulary 3: Idiomatic language

Circle the correct word to complete the sentences, as in the example.

Example: I was able to book my holiday at the *touch* / click of a mouse.

- 1 It seemed that my hands were *stuck* / tied when looking for opportunities abroad.
- 2 The compact disc was the killer *hit* / blow to traditional vinyl records.
- 3 Studying abroad does wonders / *marvels* for your self-confidence.
- 4 I wanted to take time out / *away*, to travel and discover different cultures.
- 5 Nowadays, music is available at the touch of a *switch* / button.
- 6 With all this social networking technology now at our fingertips / *reach*, who needs to go out?
- 7 Many take it as a given / *truth* that a year abroad will guarantee a place at university.
- 8 With this new “on demand” culture we expect everything to be served up on a *dish* / plate.
- 9 Has downloadable music sounded the death *bell* / knell for the record industry?
- 10 Cultures adapting and sometimes dying out is all part of the natural *circle* / cycle of things.

Grammar 1: Advanced conditionals

Rewrite the sentences below using an appropriate conditional form, as in the example.

Example: I got the job I wanted because of my year studying abroad.

If it hadn't been for my year studying abroad, I wouldn't have got the job I wanted.

- 1 If they hadn't had a strong story-telling tradition, their culture would have died.
But for a strong story-telling tradition, their culture would have died.

- 2 Technological advance cannot be a good thing if its benefits continue to be distributed so unevenly across the world.
As long as *its benefits continue to be distributed so unevenly across the world, technological advance cannot be a good thing*.
- 3 If my parents didn't support me, I wouldn't be able to study abroad.
Were it *not for my parents, I wouldn't be able to study abroad*.
- 4 We were able to make huge technological advances because of the invention of the microchip.
Had it *not been for the invention of the microchip, we wouldn't have been able to make/couldn't have made huge technological advances*.
- 5 Prepare yourself properly and you will find working abroad very rewarding.
Providing *you prepare yourself properly, you will find working abroad very rewarding*.
- 6 If you spent more time talking to them, you'd understand their culture better.
Were you *to spend more time talking to them, you'd understand their culture better*.
- 7 Electronic mailing took off because of the Internet.
If it *hadn't been for the Internet, electronic mailing wouldn't have taken off*.
- 8 I never liked physics at school because I didn't have a good teacher.
Had I *had a good/better teacher, I would have liked physics at school*.
- 9 If cultures want to exist side by side, there needs to be mutual respect.
In order for *cultures to exist side by side, there needs to be mutual respect*.
- 10 The invention of steam power allowed the Industrial Revolution to take place when it did.
But for *the invention of steam power, the Industrial Revolution wouldn't have taken place when it did*.

Grammar 2: Advanced passives

Rewrite the sentences below using an appropriate passive form, as in the examples.

Example 1: People expect the cost of travel to continue to fall.

The cost of travel *is expected to continue to fall*.

Example 2: People believe that the age of steam was the beginning of the modern world.

The age of steam *is believed to have been the beginning of the modern world*.

- 1 People expect oil to run out this century.
Oil *is expected to run out this century*.
- 2 People say Brunel was a great innovator.
Brunel *is said to have been a great innovator*.
- 3 People believe that social networking damages relationships.
Social networking *is believed to damage relationships*.
- 4 It is thought that the forest people were the first to make contact.
The forest people *are thought to have been the first to make contact*.
- 5 It is believed that Galileo copied the idea for the telescope.
Galileo *is believed to have copied the idea for the telescope*.
- 6 People argue that traffic congestion is reaching a critical point.
Traffic congestion *is argued to be reaching a critical point*.

- 7 People know that he is studying in Paris.
He *is known to be studying in Paris*.
- 8 People claim that the current rate of economic growth is unsustainable.
The current rate of economic growth *is claimed to be unsustainable*.
- 9 People think that the microchip was the major advance of the late 20th century.
The microchip *is thought to have been the major advance of the late twentieth century*.
- 10 People consider her an outsider because of her background.
She *is considered to be an outsider because of her background*.

Grammar 3: Reported speech verbs

Report the statements below using the word in bold, as in the example.

Example: He said to her, "Why don't you consider working in South America?" **ADVISED**

He advised her to consider working in South America.

- 1 He said, "The English culture was the dominant culture of early American history." **ARGUED**
He argued that the English culture was the dominant culture of early American history.
- 2 The spokesman said, "Everyone will be connected to the Internet within ten years." **PREDICTED**
The spokesman predicted that everyone would be connected to the Internet within ten years.
- 3 She said, "Scientists don't always carry out their research responsibly." **ACCUSED**
She accused scientists of not always carrying out their research responsibly.
- 4 "I'll try hard to preserve the customs and traditions of the country," the president said. **PROMISED**
The president promised to try hard to preserve the customs and traditions of the country.
- 5 The professor said. "I think we should co-operate with other institutions in order to continue our research." **SUGGESTED**
The professor suggested co-operating with other institutions in order to continue our research.
- 6 "I wish I had mixed more with local people during my stay in Kenya," she said. **REGRETTED**
She regretted not mixing more with local people during her stay in Kenya.
- 7 "Would the new technology have applications beyond the aeronautics industry?" the Senator asked. **ENQUIRED**
The senator enquired if/whether the new technology would have applications beyond the aeronautics industry.
- 8 "I'm sorry I failed to keep people informed about the problems with the new software," the director said. **APOLOGISED**
The director apologised for failing to keep people informed about the problems with the new software.

Language skills

🎧 Listening 1: Recognising functional language

Listen to the following short extracts and match them with the functions below, as in the example.

advising giving an example questioning challenging criticising/criticizing agreeing

Example: Number 1 agreeing

Number 2 questioning

Number 3 giving an example

Number 4 challenging

Number 5 criticising/criticizing

Number 6 advising

Listening 2: Rephrasing

In note-taking tasks, the notes that you see are often paraphrases of what you hear. It is important to be able to recognise when this happens in order to complete the notes with the appropriate information.

Below are expressions from a listening passage. Match them with expressions of similar meaning which appear in the notes, as in the example.

WHAT YOU HEAR

Example: brought to the fore d

1 not least of which is e

2 the biggest victims c

3 pressing b

4 block a

5 less than willing f

WHAT YOU READ

a stop

b urging

c those worst affected

d raised

e one of the most significant is

f reluctant

🎧 Listen to the passage and complete the notes. The first one has been done as an example.

Example: The Internet has raised a lot of issues.

1 One of the most significant is illegal file sharing

2 Those worst affected will be music lovers

3 To solve the problem, the industry is urging the government to provide legislation

4 They also want Internet service providers to stop unlawful downloads

5 However, some politicians are reluctant to intervene

Writing: Summary words

The use of summary words can help writing to flow more fluently and make it easier to follow. Complete the texts below using phrases from the box, as in the example.

these measures this process this trend this development this triumph

Example: It seems that people now much prefer chatting on the Internet than talking face to face.

This development has caused some people to worry about the effects on social cohesion.

- 1 Fewer and fewer students are choosing to study physics and chemistry at university.*This trend*... has been put down to poor standards of science teaching in schools.
- 2 The government has taken a number of steps to ease inter-cultural tensions within the city. It is hoped that*these measures*... will calm a very nervous population.
- 3 The company won the contract to build the new multicultural centre in the face of fierce competition. They followed up*this triumph*... by winning the contract to build the national stadium a year later.
- 4 Louis Pasteur developed pasteurisation – by which dairy products are heated to destroy harmful organisms.*This process*... established him as the pioneer in bacteriology and modern preventive medicine.

Speaking: Description and discussion

Look at the two photos. Describe what is happening in each and discuss which technological innovation you would least like to be without, and why.



Now look at the list below. Add two more inventions and put the list in order of (a) the impact these developments had on people's lives at the time and (b) the impact it has on your life today.

- the motor car
- the radio
- the printing press
-
-

You will probably need to use comparative and superlative structures and/or conditionals, for example:

X was more/less revolutionary than Y because ...

X didn't have as great an impact as Y because ...

X isn't used as widely as Y.

If it hadn't been for X, then ...

If Y hadn't been invented, ...

Practice Test Three

Section 1



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

Example: Who is the speaker addressing?

- A ☒ a conference
B ☐ a classroom
C ☐ a staff meeting

1. What are the speakers agreeing about?
A ☐ Working from home is changing attitudes.
B ☒ Working from home should be more accepted.
C ☐ Working from home is inefficient.
2. What is the man saying about the next lecture?
A ☒ It's important to attend.
B ☐ It's an interesting topic.
C ☐ It will be continued later in the course.
3. What does the woman think?
A ☐ Programme quality has improved.
B ☒ New channels haven't improved choice.
C ☐ Satellite and cable have been a good thing.
4. What does the man think?
A ☒ Internet friendships may be superficial.
B ☐ Internet friendships will increase in popularity.
C ☐ Internet friendships are replacing real friendships.
5. How did the speaker feel?
A ☐ discouraged
B ☐ annoyed
C ☒ frustrated

6. What were the speaker's motives?
- A ☐ to get experience
 - B ☒ to gain a different outlook
 - C ☐ to think about her future
7. What did the experience do for the speaker?
- A ☒ It developed him as a person.
 - B ☐ It taught him about himself.
 - C ☐ It changed his attitudes.
8. What is the speaker doing?
- A ☐ making a comparison
 - B ☐ giving an example
 - C ☒ using an analogy
9. What is the speaker's attitude to the disappearance of indigenous populations?
- A ☒ It is regrettable.
 - B ☐ It is inevitable.
 - C ☐ It is reversible.
10. What is the speaker's opinion?
- A ☐ Her country is becoming more culturally diverse.
 - B ☒ Cultural diversity is desirable in her country.
 - C ☐ Cultural diversity should be celebrated more.

Section 2



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

11. *Choosing the profession you want to embark on / after spending a year abroad / would seem the logical approach / if you have yet to decide / which career you want to follow. / The time of reflection / might well give you insights / into your preferred career path. / But if it doesn't, / writing numerous application letters / for jobs you are not convinced you want to do / can be a fairly dispiriting ordeal.*

Section 3



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

Example: Cultural diversity makes maximum use of a country's skills.

- 12 There isn't enough of it at the moment despite it being a time of economic growth.
- 13 Ethnic minorities now occupy lower-paid positions.
- 14 Diversity enables the retention of good employees.
- 15 With the economy doing well, skilled labour is in high demand.
- 16 A culturally diverse company gives minorities better prospects of promotion and training, as well as better salaries.



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

Example: In the early 20th Century, people worked very near home.

- 17 Journeys away from your area were unusual, with those out of town even more so.
- 18 Cheaper travel gave people a wider choice of where they worked and lived.
- 19 Car ownership has seen a great increase in trips other than for commuting (trips).
- 20 By the end of the 20th Century this made up 65% / sixty-five per cent of journeys.
- 21 Costs included in motoring include time, comfort and safety, not only monetary costs.

Test Tip

Use the pause before the recording starts to read the beginnings of the notes carefully so that you know exactly what you are listening for. In note completion exercises, although you can't predict the answers, it is sometimes possible to predict the topic or the kind of information you will hear.

Section 4



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

Example:

To limit carbon dioxide concentrations to the level most scientific studies recommend, action needs to be taken now to begin reducing our greenhouse gas emissions. If action is delayed, we risk failing to achieve and thus causing major disruption to global ecosystems.

- A ☒ this goal
- B ☐ a conclusion
- C ☐ an agreement

22.

Today there are between six and eight thousand languages throughout the world. Although a language does not necessarily correspond to a culture, since many cultures can speak the same language and some cultures can speak a number of languages, this does give some the range of cultural diversity.

- A ☐ knowledge about
- B ☒ indication of
- C ☐ support for

23.

DON'T be immediately tempted by the chance to travel

Some jobs give you the opportunity to work abroad, but offer no choice over where you are posted. Typical of these are jobs with airlines, the travel industry, even the army.

Top Tip: Think carefully about whether being sent anywhere in the world would be acceptable when about what job to go for.

- A ☒ coming to a decision
- B ☐ having a choice
- C ☐ reaching an agreement

24.

Are you looking for short-term working opportunities abroad in the voluntary sector but are put off by not having any relevant experience? Don't be! If you have a strong desire to help others and to get involved and learn new skills, you're what we're looking for.

- A ☐ a motivation
- B ☐ an incentive
- C ☒ a readiness

25.

DVD technology signalled the death of the video cassette recorder. The hardware was more sophisticated, smaller and, by the turn of the century, it was becoming much cheaper. However, the real killer blow to the video recorder was when the large electrical chain stores stopped selling them.

- A ☐ dispatched
- B ☐ made
- C ☒ administered

26.

People worry that the indigenous culture will disappear or be diluted in some way if we allow too much diversity. But how often does it happen? What is more likely is that the culture will accommodate diversity and grow as part of the natural cycle of things. a threat to cultures, diversity enriches them.

- A ☒ Far from being
- B ☐ But for being
- C ☐ By not being

Section 5



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

HIGH SCHOOL STUDENTS nowadays feel totally at ease with technology in the classroom. The Internet in particular is a valuable resource providing access to a vast array of information. It does have its downsides, however. It often creates the impression amongst students that answers can be found quickly, that everything is at their fingertips, which is not really appropriate where they are studying subjects such as English literature, which involve a more evaluative or interpretative approach. In such subjects you are trying to train students to work out meaning for themselves rather than have it conveniently served on a plate. However, if one looks at the numerous online resources now available to literature students – such things as study guides, book summaries, even essays for sale – this is exactly what is happening.

Nowadays, many schools have rules which forbid students to use online study guides for a literature assignment. However, many do resort to them rather than reading the assigned book or play. This is, let's face it, a form of cheating. A number of teachers try to control it by having their students complete their

writing assignments under supervision in the classroom, where they can't go online and borrow from other sources. For certain assignments, students have to submit their papers to dedicated online services which are able to search the web for familiar words and phrases, alerting teachers to any instances of plagiarism.

However, not all of the teaching staff think that the old rules can apply any more. There are some who take it as a given that their students are going to get information from online sources. The question is how, as teachers, they should react to that. Yes, they can react by fighting against it. But the other way to react is to accept it as a reality, since that's how the outside world works. If, they argue, you can find someone who's working in, for example, advertising, who can collect information from other sources and put it together and reshape it, then that is a skill which you should want your students to have. They are quick to point out that they are not saying that cheating is acceptable. It's a question of looking at things more closely and deciding what is cheating and what isn't cheating.

Example: Students nowadays

- A ☐ don't fully exploit classroom technology.
- B ☐ are uncertain about classroom technology.
- C ☒ are comfortable with classroom technology.

27. For many students, Internet usage is

- A ☐ not readily available.
- B ☐ under-exploited.
- C ☒ too easy as an option.

28. The availability of Internet resources sometimes

- A ☒ goes against teaching aims.
- B ☐ is limited in range.
- C ☐ is academically suspect.

29. Teachers try to stop students from using sources improperly by

- A ☒ using technology-free classrooms.
- B ☐ monitoring access to the Internet.
- C ☐ putting their work online.

30. The approach of some teachers to dealing with the problem can best be described as

- A ☐ more strict.
- B ☒ more practical.
- C ☐ more relaxed.

31. According to supporters of this approach, the techniques students use

- A ☐ are completely acceptable.
- B ☐ are being copied from the real world.
- C ☒ are valued elsewhere.

Test Tip

Some questions might seem easier than others. If a question appears to be too easy, it's not necessarily a trick. If, on the other hand, a question seems difficult, don't worry – just give your best answer (or guess) and move on.

Section 6



Read the short article below and answer the questions.

IT SEEMS THAT IN THE 21ST CENTURY the problem of balancing work and personal life is no longer the preserve of those with families. Now all people, whatever their marital status or age, are looking for ways to find personal time away from their working life. Even those young people starting out on their careers are no longer content to wait for forty years until their retirement for their quality of life to improve.

This should come as no surprise. With the recent advances in technology and the range of high-tech gadgets available, workers don't see why they can't choose their own working hours or spend more time away from the office.

Unfortunately, employers don't always see things in the same way. Those resistant to change argue that flexible working schedules (e.g. starting and finishing earlier) can have an adverse effect, not only on an individual's performance, but also on that of the team.

Other bosses are prepared to bend a little but don't go nearly far enough in the eyes of their employees. And indeed a number of studies reveal many of the flexible working arrangements installed by management to be flexible on paper only, and often subject to the whims of individual supervisors.

Example: Which group have traditionally tried to balance work and family life?

people with families

32. What do young workers want as soon as possible?

improved quality of life/personal time away from work

33. What has spurred workers to look for greater flexibility?

advances in technology

34. What is the negative impact of greater flexibility according to some?

impact on personal and team performance

35. Which people can influence flexible working arrangements?

individual supervisors

Test Tip

Look out for synonyms (words and phrases which mean the same) in the text and questions. For example, in Question 34, what phrase in the text means the same as "negative impact"?

Section 6 Continued



Read the short article below and answer the questions.

Taking a year out to study abroad is becoming increasingly popular amongst students. However, considering the implications in terms of both time and money, it is one of the biggest decisions a student can make. So it's essential to weigh up your options well in advance.

The most important decision you have to make concerns the kind of course you want to do. Some may look tempting, but you have to think carefully about how much currency they have academically. A more rigorous or challenging course will look more impressive when you later apply for a course back home or for your first job.

If you're tempted to enrol on a particular course, talk to people who have already done it. Get some advice; find out what the pitfalls are, whether they would have done anything differently.

One of the main reasons for choosing to study abroad is to experience a different culture. So make sure your course allows you time to do this. If this is not possible, make arrangements to spend time living and/or travelling in the country before the course begins. Also remember that, although living on a campus may be more convenient, staying with a local family is a far better way of experiencing a culture.

Example: What is becoming more and more popular for students?

taking a year out to study abroad

36. Why is studying abroad such an important decision?

time and money implications/it takes up time and money

37. What should you try to discover about the course?

how academic/challenging it is

38. What should you do if you like the look of one course?

talk to people who've already done it

39. What two things allow you to experience the culture when studying abroad?

living and travelling/traveling in the country

Section 7



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

Awareness of cultural diversity is fundamentally a matter of acknowledging differences. It's about understanding that the behaviour of people from different cultures, their values, their beliefs may appear or be expressed in a different way, and it's about respecting those differences.

There are a number of things you should try to do when you are interacting with someone from a different cultural background to you. The first thing you can do is to use your observation skills to study their body language, how they are interacting physically with you. In some cultures people like to sit and lean forward when they are talking to you, so if you lean back you might give them the impression that you are not interested, which they would consider as an insult. So as far as possible try to mirror the body language, although try to avoid giving them the impression that you are just copying them. If you are successful you will build a rapport and can then move on to the matter at hand, whether it be a social or business matter.

The second thing to do is to appreciate differences in behaviour. Some cultures behave in a way which in other cultures would be considered highly disrespectful. For instance, there are many cultures where time-keeping is not valued particularly highly, where being late for an appointment is generally tolerated. In other cultures,

however, if you are a minute or two late, that is considered as quite unacceptable.

There are more subtle differences in behaviour. In some cultures, Northern Europe for example, people tend to communicate by giving facts. In other cultures, people communicate by sharing a lot of emotions, by building harmony, or, as in India for example, by enquiring about each other's families. It's all about being adaptable, knowing that if you're talking to somebody in one part of the world, they are going to ask you about personal life rather than about facts and figures.

An important thing to avoid is to make the assumption that because the person comes from a certain country, he or she is going to behave like everybody else in that country. It shouldn't be about stereotyping; it should be about respecting and understanding the individual concerned, their personal values and beliefs.

Finally, it is sometimes necessary to show patience when holding a conversation with people from very different cultures. In some cultures, for example, it is seen as a sign of respect to take time to answer a question; it shows that you are considering it carefully. In other cultures, a simple "how are you?" question which would get a short conventional reply in England, may prompt a detailed response about the person's emotional, physical, or economic well-being. So be prepared for conversation to take longer than you are used to.

Example: Cultural diversity awareness requires recognising differences between cultures.

40. First of all you should note the body language of people from different cultures.
41. Interacting physically with them is a matter of matching rather than copying (them).
42. In some cultures it's OK to be late for appointments.
43. Northern Europeans differ from people from, for example, India in the way they communicate.
44. Assuming that everybody from a culture will behave in exactly the same way is a form of stereotyping.
45. Talking to people from other cultures can require patience.
46. In some cultures, the reply to a simple question may be more detailed than expected.

Test Tip

Make sure that what you write is a grammatically correct "fit" with the surrounding notes (even though notes won't necessarily be complete sentences). For example, in Question 41, a gerund (-ing form) is required, not an infinitive.

Section 8



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

47. You have read the article on cultural diversity. Write a letter to an English-speaking friend who is going to spend a year travelling around the world.

Write about 150–200 words and include the following in your response:

- what awareness of cultural diversity involves
- typical misunderstandings that can occur
- how he might benefit from being culturally aware on his travels

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

Section 10 (2 minutes)

In this section you will speak on your own for about one and a half minutes. Your teacher/ examiner will ask one of the main questions below and ask the follow-up questions if necessary.

Main prompt 1:

- What do you think you'll be doing in ten years' time?

Follow-up prompts:

- How much do you plan for the future?
- What factors affecting your future are out of your control?
- To what extent would you describe yourself as ambitious?
- Are you generally optimistic or pessimistic about the future? (Why?)

Main prompt 2:

- Please tell me something about your television viewing habits.

Follow-up prompts:

- How much TV do you watch on an average day?
- What types of programme do you watch most?
- Tell me something about your favourite programme.
- Do you think the influence of TV is mainly positive or negative? (Why?)

Main prompt 3:

- What is your attitude to material possessions?

Follow-up prompts:

- What is your most treasured possession?
- Tell me about the most expensive thing you've ever bought.
- How far would you describe yourself as materialistic?
- Do you think that people are too materialistic these days? (Why/ why not?)

Main prompt 4:

- What are your feelings about your home town or area?

Follow-up prompts:

- How have your feelings changed over the years?
- Do you think you'll end up living there? (Why/why not?)
- Why do you think young people often don't appreciate the area where they were brought up until they move away?
- Some people feel that home is automatically better than anywhere else. How far do you agree?

Test Tip

Remember that it's quite natural to pause for thought when you're speaking – most native speakers do. Just try not to pause for too long because the time for expressing what you want to say is limited.

Section 11 (2 minutes)

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

Is education the most important element of a young person's life?

What do you think?

Your teacher/examiner will use the following prompts to take an opposing viewpoint to yours.

**For the importance
of education:**

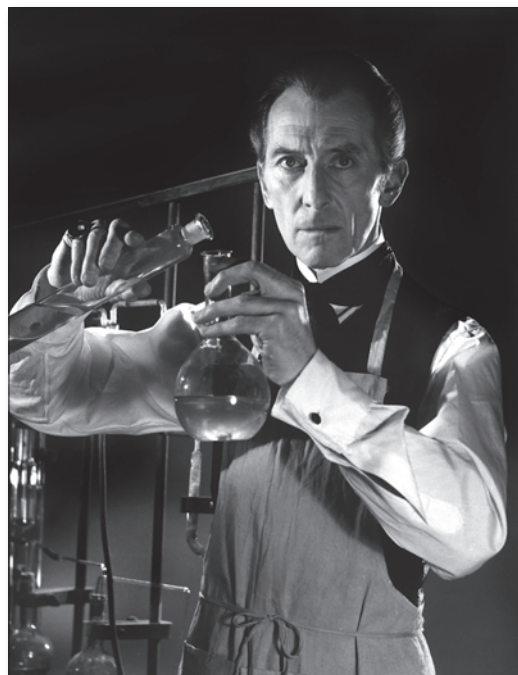
- A good education has great benefits for a child.
- Education helps people to reach their true potential.
- Educated people find it much easier to get good jobs.
- An educated population is important for the whole country.

**Against the importance
of education:**

- Many successful people left school early.
- Life experience is more important than learning from books.
- It is more important to be happy than to be educated.
- Many young people can't wait to leave school.

Section 12 (2 minutes)

In this section you will talk about these two pictures for up to 1 minute. The pictures will be used to illustrate an article about the public image of science. Tell your teacher/examiner what you can see in the pictures.



Your teacher/examiner will now ask this follow-up question:

*Which of these pictures would you choose to illustrate an article about the public image of science?
(Why?)*

Section 13 (2 minutes)

In this section you will take part in a role play. Your teacher/examiner will explain the situation.

TEST TAKER'S CARD

The situation: You are at school or college. Although you are quite good at science, you would like to drop a science subject and do a more artistic subject instead.

Your goal: To persuade your science teacher to allow you to change subjects.

You are at school or college. Your teacher/examiner is the science teacher. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

Hello. What have you come to see me about?

It would be a pity – I think you have a definite talent for science.

It's a technological world – society needs more scientists.

Think how rewarding it is to help create something of real benefit to people.

Scientists are well paid nowadays.

That is the end of the test.

Test Tip

Of course, an exam is not a natural situation but as far as possible relax and imagine the situation is for real. What would you say in real life in this situation?

Unit Four

The themes for this unit are: political and economic systems/class and social roles/employment/money

Vocabulary and Grammar

Vocabulary 1: Collocations

Put together words from each box to form phrases, then use them to complete the sentences, as in the example.

job
precautionary
round
trade
social
guiding
minimum
service
jobs
leadership
cash

flow
principle
satisfaction
industries
wage
qualities
union
action
unrest
number
market

Example: Some jobs offer little in the way of job satisfaction.

- 1 The guiding principle of the company is that clients should receive good service.
- 2 To protect your rights as an employee, you should join a trade union.
- 3 High unemployment can lead to protests and other kinds of social unrest.
- 4 It's advisable to take precautionary action, even though the worst may never happen.
- 5 The economy is now based on service industries rather than manufacturing.
- 6 To prevent exploitation by employers, the government introduced a statutory minimum wage.
- 7 The successful applicant will have demonstrated strong leadership qualities.
- 8 The company was unable to pay suppliers due to cash flow problems.
- 9 Let's agree on \$100 – it seems a nice round number.
- 10 It's not easy to get work at the moment – the jobs market is very competitive.

Vocabulary 2: Prepositions

Circle the correct prepositions, as in the example.

Example: When a cheque is received, the goods are sent *in/*by return of post.

- This book gives readers a real insight *of/*into the question of class.
- It's not a gripping topic but that shouldn't detract *from/*about its importance.
- In job interviews, don't just confine yourself *to/*in answering questions.
- Self-interest often takes precedence *over/*on ethical considerations.
- He never gave up on his dream *about/*of becoming a millionaire.
- I tried to contact him about my application but he was away *on/*for business.
- He doesn't conform *to/*for most people's image of an accountant.
- She left her last job after a dispute *on/*over holiday pay.
- She prides herself *for/*on her knowledge of political systems.
- There is a clear distinction *about/*between class and relative wealth.

Vocabulary 3: Words with more than one meaning

Use each of the words from the box twice to fill the gaps in the sentences, as in the example.

interest concern figure run persuasion consideration

Example: She has expressed an interest in being considered for this post.

It would be a mistake to borrow money at such a high rate of interest.

- Rising inflation is a major concern for the government.
- As a politician, he often relies on his powers of persuasion.
- He treated everyone with consideration, regardless of their social status.
- The restaurant is being sold as a going concern.
- Three million unemployed may seem a high figure but it's lower than in many countries.
- He was only 19 when he decided to run for political office.
- They agreed to do the work in return for a small consideration.
- She is a very well-known figure in political circles.
- It's now the middle classes, not the aristocracy, that run the country.
- It's hard to disagree with this proposal, whatever your political persuasion.

Vocabulary 4: Phrasal verbs

Use phrasal verbs from the box, in the correct form, to replace the more formal verbs and verb phrases underlined in the sentences below, as in the example.

~~turn off~~ go back to put across pick up go along with
come across take in turn up hold up let go put down

Example: I listened to the first part of the economics lecture but then lost interest. turned off

- She is being promoted as a shining example of a new, less partisan, style of politics.
held up
- After 15 years of loyal service the company made her redundant. let (her) go

- 3 You can't just sit around waiting for something to happen by itself – you have to go out and find a job. *turn up*
- 4 Keep a notebook and record all your outgoings, then you'll know exactly where your money is going and where you can make savings. *put down*
- 5 If you speak confidently enough, you often find people are willing to accept what you're saying. *go along with*
- 6 Don't be deceived by any of these get-rich-quick schemes you see on the Internet – they're nearly always scams. *taken in*
- 7 The idea of democratic government dates from the time of the Ancient Greeks, or perhaps even earlier. *goes back to*
- 8 He may not have intended to seem complacent about winning the election but that's how it appeared. *came across*
- 9 Playing a social role convincingly is a skill most people acquire as they grow up. *pick up*
- 10 It's a great advantage for a politician to be able to communicate complex ideas in a simple way. *put across*

Grammar 1: Functions and reporting verbs

Re-write the sentences in reported speech using verbs from the box to express the same function as “will/shall” in the original sentence, as in the example.

offer suggest warn predict announce reassure promise

Example: “Shall we try to get temporary jobs this summer?”

I *suggested getting/ trying to get temporary jobs in the summer* .

- 1 “There'll be lots of pickpockets around, so be careful.”
He *warned (me) that there would be lots of pickpockets around*
- 2 “In my opinion prices will definitely fall in the coming year.”
The expert *predicted that prices would fall in the coming year*
- 3 “The new finance minister will make her first policy speech this afternoon.”
A spokesman *announced that the new finance minister would make her first policy speech this/ that afternoon*
- 4 “I'm sure you'll get another job soon. Don't give up hope.”
His friend *reassured him that he would get another job soon*
- 5 “I'll pay the bill as soon as my pay cheque has cleared.”
He *promised to pay the bill as soon as his pay cheque (had) cleared*
- 6 “I'll help you fill in this tax return if you like, Jon.”
She *offered to help Jon fill in his tax return*
- 7 “You'll probably lose your money if you invest it in that scheme.”
My financial adviser *warned (me) not to invest in the scheme. OR warned (me) that I would lose my money*
- 8 “We believe the percentage of working class students will fall next year.”
The university *predicted that the percentage of working class students would fall next year. OR predicted a fall in the percentage of working class students next year*

- 9 “It’s a complicated system. I’ll explain it to you.”
His colleague *offered to explain the system*.....
- 10 “Shall I pay that cheque in for you? I’m going to the bank anyway.”
My friend *suggested paying in the cheque for me. OR offered to pay in the cheque for me*.....

Grammar 2: Paraphrasing

Re-write each sentence so that it means the same as the original, as in the example.

Example: It is undeniable that she’s the right one for the job.

It has *to be said that she’s the right one for the job.*

- The government is determined to eradicate child poverty over the next ten years.
The government is committed *to eradicating child poverty over the next ten years*.....
- This cheque seems to have been signed by someone else.
This cheque looks *as if it has been signed by someone else*.....
- Voters are becoming more and more angry.
There is *growing/increasing anger among voters*.....
- What does this change imply for future policy?
What are *the implications of this change for future policy*.....?
- I’ll lend you the money as long as you can pay it back next month.
I’ll lend you the money on *condition/the proviso that you can pay it back next month*.....
- Although he lacks experience, his qualifications are excellent.
Despite *his lack of experience / the fact that he lacks experience, his qualifications are excellent*.....
- I didn’t pay attention to my financial adviser’s warnings.
I didn’t take *any notice of my financial adviser’s warnings / my financial adviser’s warnings into account*.....
- The President and the Secretary of State didn’t get on well.
The President wasn’t on *good terms with the Secretary of State*.....
- The government decided to do something, just to be on the safe side.
The government took *precautionary action / action/measures, just to be on the safe side*.....
- Many young people treat financial matters as a joke.
Many young people don’t take *financial matters seriously*.....

Grammar 3: Past simple and present perfect

Re-write the report in direct speech, changing the verbs in the past perfect to either past simple or present perfect, as in the example.

Diane Palmer said that she recommended the abolition of the Business Finance Scheme, as she had stated several times in the past. She pointed out that it had wasted thousands of pounds of public money and very little had actually been achieved. Originally, she admitted, it had been set up in response to public demand, but this demand had decreased over the last two years and it was now widely recognised that it had become virtually useless. She herself, she conceded, had initially

been an enthusiastic supporter of the scheme and had actually voted for it, but her enthusiasm had cooled over the years. She had now become convinced that it had outlived its original purpose, which had been to encourage investment. She said that the first time she had proposed abolition, the government had been indifferent. Later, they had become actively hostile. Had they now, she asked, at last woken up to reality?

"I recommend the abolition of the Business Finance Scheme, as I have stated several times in the past.

It has wasted thousands of pounds of public money and very little has actually been achieved.

Originally, I admit, it was set up in response to public demand, but this demand has decreased over the last two years and it is now widely recognised that it has become virtually useless. I

myself was initially an enthusiastic supporter of the scheme and actually voted for it, but my enthusiasm has cooled over the years. I have now become convinced that it has outlived its

original purpose, which was to encourage investment. The first time I proposed abolition, the government was indifferent. Later, they became actively hostile. Have they now at last woken

up to reality?

Language skills

Listening and speaking: Expressing disagreement

Discuss how you could complete the following sentences in a meaningful way.

..... create jobs, not governments.

Class isn't a dead issue, it's

Young people aren't useless at dealing with money, they

When people get into debt it's sometimes not their fault but

A lot of people don't respect politicians because

Unemployed people are entitled to reject jobs that are

Class divisions are, not a natural state.

Most poor people aren't lazy, they just

If there weren't any state benefits at all for the unemployed,

If we always told the truth and never pretended,

🎧 **Now listen to each statement, then express your disagreement with it, adding a reason or counter-argument, as in the example. You may find the expressions in the box useful.**

Well, I don't think so.	Actually, I disagree.
But don't you think ...?	But what about ...?
I'm afraid I don't agree.	I'm not so sure.

Example: I think rich people deserve all the money they have.

Well, I disagree. After all, a lot of them inherited their wealth rather than earning it.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

🎧 Listening and writing: Responding to a news report

Listen to a news report and complete the notes below, as in the example.

Example: Probable reason for the rise in work-related stress: *economic crisis*

- 1 Earlier study: number of workers suffering from stress had increased *five fold/by five times*
- 2 Recent study: *one in five* workers reported feeling depressed
- 3 About 1,000 respondents mentioned poor *morale* among their colleagues.
- 4 Report says employers should help workers to improve their *work-life balance*.
- 5 Feeling of *insecurity* leads to people voluntarily working longer hours.
- 6 Redundancies mean remaining workers have greater *workloads*.
- 7 Advice to stressed workers: take breaks, keep a *sense of perspective*, refuse unfair demands

Listen again if necessary, then write a letter to the newspaper in response to the report, using the plan below.

Paragraph 1: Reason for writing

Own situation: recognise this trend, either in own work or other people e.g. family?

Reaction: serious problem? Why/Why not?

Paragraph 2: Employers should do more – agree? Why/Why not? Example(s)?

Paragraph 3: Advice (3 points) – agree? Why/Why not? Example(s)?

Any other advice?

Practice Test Four

Section 1



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

Example: How does the woman sound?

- A ☐ optimistic
- B ☐ bitter
- C ☒ resigned

1. What has Peter done?
 - A ☐ been made redundant
 - B ☒ exceeded his authority
 - C ☐ shown lack of discipline
2. Which is the best summary of the man's advice?
 - A ☒ Be ambitious.
 - B ☐ Be realistic.
 - C ☐ Be methodical.
3. When was the statement made?
 - A ☐ when the election was called
 - B ☒ before the voting had taken place
 - C ☐ while the voting was taking place
4. How does the woman sound?
 - A ☐ apologetic
 - B ☐ incomprehensible
 - C ☒ indignant
5. What is the man doing?
 - A ☐ explaining
 - B ☒ reassuring
 - C ☐ predicting

6. What is the man doing?
- A ☐ recommending that people do more creative work
 - B ☐ complaining about a lack of job satisfaction
 - C ☒ explaining his reasons for changing his career
7. How does the man feel about politics?
- A ☐ angry
 - B ☒ disillusioned
 - C ☐ amused
8. What point is the man making?
- A ☐ There is quite probably widespread corruption in politics.
 - B ☒ Politicians are not as bad as their media image suggests.
 - C ☐ People in private companies are paid more than politicians.
9. What does the man think about David?
- A ☒ He's a better leader than he seems to be.
 - B ☐ His leadership potential is obvious to everyone.
 - C ☐ He's not decisive enough to be a good leader.
10. Which is the best summary of what the woman says?
- A ☒ She seems to be over-qualified for many jobs.
 - B ☐ She needs to try harder to get employment.
 - C ☐ She has applied unsuccessfully for lots of jobs.

Test Tip

Pay attention to the tone of the speaker's voice. The answer won't depend on this but it may help you to understand what they're saying. For example, how do the woman in Question 1 and the man in Question 7 sound?

Section 2



You will hear a recording about unemployment and social identity. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

11. *With growing levels of unemployment / and an increase in the type of occupations / that primarily involve operating computers, / it appears that personal and social identity / is now most often sought / not in the workplace / but in the supermarket and shopping mall. / Consumption has superseded work as the principal way / in which people's identities are defined.*

Test Tip

Listen to the context carefully to help you with homophones and near homophones (words which sound the same or similar but are spelt differently). For example, are unemployment numbers “grown” or “growing”? Which is a past participle – “sort” or “sought”? Is the speaker talking about “defining” or “refining” identities?

Section 3



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

Example: Classlessness is part of Australia's national self-image.

- 12 The idea goes back to the time when Australia was used as a penal colony.
- 13 Australians still have a love-hate relationship with Britain.
- 14 In harsh conditions, solidarity was a way to survive.
- 15 "Mateship" is an Australian ideology, not just a form of address.
- 16 In recent years there has been an increase in inequality.



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

Example: When you ask the question "What do you do?", you don't usually expect a mundane answer.

- 17 We tend to define people in terms of their job/occupation/work.
- 18 Unemployment often causes people to lose (their) self-esteem.
- 19 Job creation is often seen as more important than ethical / environmental (either or both) questions.
- 20 The main characteristic of most jobs nowadays is that they are insecure.
- 21 Many experts say we are unlikely to get back to a situation of full employment.

Section 4



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

Example:

A word of warning: while it's of course important not to appear hesitant, giving an impression of over-confidence at an interview may well come across as being complacent. It's a sure way to potential employers.

- A ☐ show up
- B ☒ put off
- C ☐ turn round

22.

She is probably still the front runner but it has to be said that her to become the country's first ever female president has suffered a severe setback with these damaging revelations in the Press about her past dealings.

- A ☐ willingness
- B ☐ decision
- C ☒ campaign

23.

ELEANOR ROOSEVELT, the wife of the United States president Theodore, was a fiercely independent woman who refused to conform to the role traditionally expected of women in general, and a "First Lady" in particular. While she was supportive of her husband, she was certainly not the stereotypical "dutiful wife".

- A ☒ gender
- B ☐ personal
- C ☐ political

24.

You are unlikely to get very far in the current employment market if your CV is poorly You would be surprised how many applications do end up in the bin for this reason.

- A ☒ laid out
 B ☐ put across
 C ☐ written off

25.

On any realistic assessment, the party's suggestion in their manifesto that we could in the next decade see a return to a situation of full employment in this country is optimistic,

- A ☐ to speak the truth
 B ☐ to state the obvious
 C ☒ to say the least

26.

Wedding speech?

Business presentation?

Seminar?

Amateur dramatics?

..... the occasion,
 our public-speaking course
 will give you that all-important
 feeling of confidence
 and authority.

- A ☐ Whenever
 B ☒ Whatever
 C ☐ However

Section 5



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

The world, according to Shakespeare,

is a stage, and we are all “merely players”. Everyone, during his or her life, “plays many parts”. Actually, of course, these are not Shakespeare’s own words, beyond the fact that he wrote them: they are spoken by a character (Jaques in *As You Like It*), a confirmed misanthrope and pessimist who is to a large extent held up as a figure of fun by other characters and perhaps the writer himself. Still, it is difficult not to recognise an insight into human behaviour that was not fully explored until it emerged in the work of social psychologists about four centuries later. Obviously, the fact that an idea has not yet become part of an academic discipline does not detract from its ability to illuminate.

Nowadays, the notion of social role-playing has become almost commonplace: most of us recognise that we adapt our behaviour and speech according to where we are, who we are with and so on, even if the adaptation is unconscious. Some manuals on success in business actually recommend that those wishing to climb the corporate ladder should become aware of the different roles they play and make deliberate efforts to improve their performance in those in which they are less convincing.

On the face of it, this seems to be reasonable advice, but I’m less convinced. There is a parallel, I believe, with language

learning. Some applied linguists prefer the term “language acquisition”, making a distinction between conscious study and the unconscious (or perhaps semi-conscious) way in which children “pick up” their native language. The suggestion is that the mind has a “monitor” that regulates formal learning, intervening, for example, when we are speaking a foreign language and may be about to break the rules. When we allow our monitor to take control, the natural acquisition and production of language is impeded. Self-awareness, in short, is the enemy of fluency.

Similarly, if someone has to operate in a social situation they are unfamiliar with, awareness of the role they are meant to be playing may be counter-productive. One meaning of the word “self-conscious”, after all, is “shy”. We all know the feeling of concentrating so hard on what we are saying and doing and the reactions of others that we become tongue-tied and unable to act. We also know people who seem to be able to behave and speak confidently in any situation, seemingly without effort. Is this because they have learnt their part thoroughly and memorised their lines? I would suggest that, on the contrary, they have succeeded in wresting control from their monitors. The best advice, then, is probably the old (and paradoxical) cliché: act naturally.

Example: The quotation at the beginning of the article

- A ☐ was not actually written by Shakespeare himself.
- B ☐ confirms Shakespeare's general outlook on life.
- C ☒ does not necessarily reflect Shakespeare's views.

27. The character of Jaques in *As You Like It*

- A ☐ expresses a widely-held view.
- B ☒ is at least partly a comic figure.
- C ☐ commands respect from others.

28. The description of social role-playing in Shakespeare

- A ☒ anticipates some modern theories.
- B ☐ shows his knowledge of psychology.
- C ☐ was a well-known idea at the time.

29. According to the text, our understanding of the roles we play is something that

- A ☐ we should make efforts to improve.
- B ☒ people are not always fully aware of.
- C ☐ can help us become successful.

30. One linguistic theory claims that

- A ☐ we need a "monitor" to avoid making mistakes.
- B ☐ learning a foreign language is easier for children.
- C ☒ studying a language is different from acquiring it.

31. The similarity between language learning and social role-playing is that

- A ☒ thinking too much can lead to failure.
- B ☐ both are governed by formal rules.
- C ☐ they involve a kind of acting skill.

Test Tip

One way of approaching this task is to try to find the answer in the text before looking at the choices. If you then find that one of the options is close to your answer, you can be more confident that it is correct. For Question 31, for example, what link is made at the end of paragraph 3 and the beginning of paragraph 4 between speaking a foreign language and social conversations?

Section 6



Read the encyclopaedia entry below and answer the questions.

Unemployment comes in many guises, differing according to the various economic theories used to explain it. For example, Keynesian economics (named after John Maynard Keynes) talks of cyclical unemployment, the result of lack of demand for goods and services. The recommended solution is to increase demand by state investment.

In contrast, neo-classical economists explain unemployment as the result of external restrictions on the labor market, like trade union activity and statutory minimum wage levels. Their preferred solution is to

stimulate the economy by weakening trade union powers and abolishing minimum wage legislation. There is, however, a social price to pay for such potentially unpopular measures, as they can provoke social unrest.

The other main category (though there are others) is structural unemployment. This can occur due to imbalances between the type of employment available and the skills possessed by the workforce at a given time. Examples of such causes are changes caused by globalisation, technological development or government decisions to alter the focus of a country's economy from, say, industry to services.

Example: What causes variations in the way unemployment is described?

different economic theories.

32. What should governments do about unemployment, according to Keynesian economists?

increase demand // invest (more)

33. Give one example of what neo-classical economists blame unemployment on.

trade union activity/powers // (statutory) minimum wage levels/legislation (either answer)

34. What might be the negative impact of neo-classical solutions?

(They may cause/lead to) social unrest

35. What is the key word used by the text to explain the causes of structural unemployment?

imbalance(s)

Section 6 Continued



Read the article below and answer the questions.

In employment terms, the buzz word of the new global economies is “upskilling”. Government policy aims to encourage as many people as possible into higher education so that they can take their place in the so-called knowledge economy. Service industries replace manufacturing, which is increasingly outsourced to other, so-called, “less developed” countries. In such a climate, IT skills are at a premium: knowing about web design will stand you in good stead, while knowing how to make a table probably won’t.

As a prescription for the future, this has several holes in it that are not hard to discern. For a start, there is the continuous inflation of

qualifications. When so many have university degrees, the value of a degree to potential employers inevitably declines, so postgraduate qualifications become the accepted standard, and so on upwards. Meanwhile, posts that used to require practical skills and experience now have academic qualifications as part of the requirements. There is also the argument that computer- and telephone-centred jobs fail to provide the same job satisfaction as that gained by traditional manual workers and craftspeople.

But perhaps the main problem is the loss of traditional skills. When your water pipes burst, no amount of computer skills will help. What you need is a plumber.

Example: What is the name given to the new approach to employment?

upskilling

36. What happens to older industrial jobs in the knowledge economy?

They are outsourced (to other countries)

37. Which phrase does the writer use to suggest that problems with upskilling are obvious?

(holes are) not hard to discern

38. What do employers increasingly expect applicants to have?

postgraduate qualifications

39. What do jobs in the knowledge economy often not offer?

job satisfaction

Section 7



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

In global terms, democracy, that system of government which has been described as “the least worst”, presents something of a paradox. On the one hand it has, in the last thirty years or so, spread to a large number of countries that had either never experienced it or had temporarily reverted to military rule or other more dictatorial systems. This phenomenon has not been uniform. Firstly, there is no single model that can be clearly identified as ideal and secondly, it is not an absolute concept in which a mode of government can either be democratic or not. There may, in other words, be degrees of democratisation.

During the same period, however, the so-called mature democracies have seen a seemingly inexorable rise in disillusionment and apathy among their citizens. In most of these countries, voter turnout has been falling steadily, especially among the young. We often hear the view that young people today are turned off by politics, and that the future of democracy is therefore bleak. It is certainly true that politicians, and the very word politics, are often regarded, especially but not exclusively by the young, as irrelevant, boring and (that most damning of words) uncool.

When we look more carefully at the behaviour and opinions of young people, however, a more subtle trend becomes apparent. This is partly a matter of definition: if we think of politics purely in

terms of the party political process, it is clear that the majority are indeed turned off, if not openly hostile. It is interesting to note that this increase in disaffection has happened during the time of (in the UK) the televising of Parliament. People, it seems, have been distinctly unimpressed by what they have seen.

Research has shown, though, that even those who express the greatest levels of disaffection and hostility have concerns that are political in a broader sense and have often taken part in “political” activities such as attending protests and signing petitions. These concerns are often related to issues that have a direct impact on the life of the young person in question, or are more global in scope than national issues. The two features are not mutually exclusive: what connects them is a sense of being powerless. For example, many young people have strong feelings about the destruction of the environment, in particular the impact of climate change. They feel that this is an issue that has a direct relevance to their future but, at the same time, feel that decisions about it are unlikely to be significantly changed by them putting a cross on a piece of paper once every four years. Instead, they may well turn to various forms of activism directed at what they see as the source of the problem – the operations of multinational companies. Is this kind of activism not in fact more political than electioneering?

Example: Democracy: sometimes said to be the least worst form of government.

40. Democracy may be a matter of degree rather than an absolute concept/ideal.
41. Older democracies have seen a continuous decline in voter turnout recently.
42. Most serious criticism of party politics by young people: it is irrelevant // boring // uncool.
43. Closer inspection of attitudes among the young reveals a more subtle phenomenon.
44. Rising hostility to politicians has coincided with the televising of Parliament.
45. In the face of global problems, young people often feel powerless.
46. Main focus of protests by young people: multinational companies.

Section 8



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

47. You have read the article about democracy and young people. Write a letter to the newspaper in response. Write about 150-200 words. In your letter you should:

- state your opinion of the importance of democracy
- say why you think young people are apathetic about politics
- suggest solutions to the problem of young people's indifference to politics

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

Test Tip

Be selective with information from the Section 7 text that relates to what you are asked to do. Use your own words as far as possible, otherwise you will lose marks for copying.

Section 9



Choose one of the topics below and write your answer in 250–300 words.

48. A) Employment

Write an essay on the following topic:

In times of high unemployment, should well-educated young people feel that they have to accept any job they can get or is it better to wait until they find a career that suits their talents and qualifications?

Or

48. B) Political systems

An international student magazine is asking for articles in answer to the question “Why do politicians have such a bad reputation these days?”

Write an article for the magazine.

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

[illegible]

Section 10 (2 minutes)

In this section you will speak on your own for about one and a half minutes. Your teacher/ examiner will ask one of the main questions below and ask the follow-up questions if necessary.

Main prompt 1:

- What is your attitude to extreme or potentially dangerous sports?

Follow-up prompts:

- Do you (or would you like to) do any extreme sports yourself? (Why/Why not?)
- Why do you think people take up activities like extreme sports?
- Do you think that society today has become too safety-conscious? (Why/Why not?)
- How far do you agree that a risk-free life would be boring?

Main prompt 2:

- What role does science play in your life?

Follow-up prompts:

- Do/Did you enjoy science subjects at school?
- What do you think are the main benefits science has brought to society?
- What kind of ethical concerns can scientific research raise?
- Most people today can't really understand scientific theories. Does this matter? (Why/Why not?)

Main prompt 3:

- In what ways does the natural world play a part in your life?

Follow-up prompts:

- How much contact do you have with nature?
- Would you enjoy a "nature-watching" holiday like a safari? (Why/Why not?)
- In what ways is nature under threat from human activities?
- Do you think people have a duty to protect nature? (Why/Why not?)

Main prompt 4:

- What role does music play in your life?

Follow-up prompts:

- How and when do you normally listen to music?
- Tell me about a musical instrument you would like to be able to play.
- How have your musical tastes changed over the years?
- Can you imagine life without music?

Section 11 (2 minutes)

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

Is man-made climate change a real threat to human life?

What do you think?

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

For the idea that climate change is a danger:

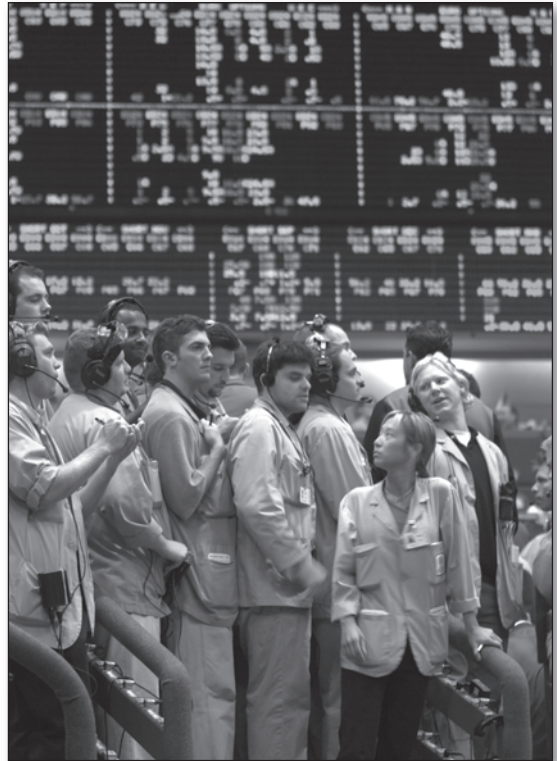
- The vast majority of scientific data supports the idea.
- Extreme weather events are becoming more common.
- Many people don't want to face the unpleasant truth.
- Even if we're not 100% sure, we should still take precautionary action.

Against the idea that climate change is a danger:

- The earth's climate has always gone through cycles.
- It's just scaremongering by governments.
- Some scientists have a vested interest in promoting fear of climate change.
- People have always found a solution to previous global problems.

Section 12 (2 minutes)

In this section you will talk about these two pictures for up to 1 minute. The pictures will be used to illustrate an article called “Making Money”. Tell your teacher/examiner what you can see in the pictures.



Your teacher/examiner will now ask this follow-up question:

Which of these pictures would you choose to illustrate an article called “Making Money”? (Why?)

Test Tip

If you find you can't remember (or don't know) the right word for something, don't worry – try to get round the problem by saying something like “I can't remember what it's called but it's one of those things for -ing ...”. In the case of these pictures, you won't lose marks for not knowing or forgetting the word “stock exchange”. Just say it's a “place for buying and selling shares”, or something similar.

Section 13 (2 minutes)

In this section you will take part in a role play. Your teacher/examiner will explain the situation.

TEST TAKER'S CARD

The situation: A friend of yours has just won quite a lot of money and is not sure what to do with it.

Your goal: To persuade your friend to give some of the money away to charity, etc.

A friend of yours has just won quite a lot of money and is not sure what to do with it. Your teacher/examiner is the friend. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

What would be your advice?

Who would you suggest I give it to?

I can think of quite a few things I could buy for myself.

I'd like to go on a luxury holiday. You could come with me.

It would be great not to have to work for a living.

That is the end of the test.

Test Tip

The role-playing tasks do not require you to show acting skills in order to take part in the role play. Just take time to understand the situation and act as naturally as possible.

Unit Five

The themes for this unit are: the business world/international issues/globalisation/consumerism

Vocabulary and Grammar

Vocabulary 1: Compounds (1)

Combine words from each column to complete the sentences, as in the example.

sales

blank

tax

profit

balance

middle

subsistence

bottom

financial

fine

extended

line

department

warranty

markets

economy

threshold

management

line

cheque

margins

sheet

Example: I started work in the sales department of a small company.

- 1 The government raised the tax threshold to stimulate enterprise.
- 2 The advert is clever but the bottom line is: will it sell the product?
- 3 They cut labour costs to increase their profit margins.
- 4 Funding for the campaign is restricted – we can't just write a blank cheque.
- 5 There is a fine line between success and failure in this business.
- 6 They hid the promotion costs so that they wouldn't show up on the balance sheet.
- 7 Whenever you buy a new appliance these days they try to sell you some form of extended warranty.
- 8 Global financial markets were in turmoil as share prices fell dramatically.
- 9 Without trade, we would have little more than a subsistence economy.
- 10 Few women rise above middle management level in this company.

Vocabulary 2: Phrasal verbs

Complete the sentences by adding the correct particle to the verb, as in the example.

Example: We have set up a committee of enquiry to look into this matter.

- 1 Companies were falling over themselves to offer her a job.
- 2 When he sees something he wants, he just goes ahead and buys it.
- 3 He left last month to take up a new position as Director of the Trade Department.

- 4 In the current climate people are hanging **on** to whatever job they have.
- 5 She started as a secretary and worked her way **up** to Head of Human Resources.
- 6 I don't feel able to take **on** extra responsibilities at the moment.
- 7 Very few countries have chosen to opt **out** of the global market.
- 8 At first, the new manager was looked **on/upon** as rather a fool.
- 9 The economic downturn wiped **out** all our gains the previous year.
- 10 He's very vague and hard to pin **down** on specific policies.

Vocabulary 3: Compounds (2)

Add an -ing or -ed/past participle form to the hyphenated words to complete the sentences, as in the examples. The first one or two letters have been provided as clues.

Examples: The two leaders held wide-r**anging** discussions.

Today sees the long-aw**aited** launch of the new product.

- 1 His ethical principles are well-m**eaning** but rather naïve and impractical.
- 2 He turned the company into a profit-m**aking** concern.
- 3 She has a long-h**eld** ambition to be an international fashion model.
- 4 Due to illness among the staff, he is running the department single-h**anded**
- 5 This action breaks a long-st**anding** agreement between the two countries.
- 6 The new management introduced some far-r**eaching** changes.
- 7 The talks were open-e**nded** with no prior commitments on either side.
- 8 Trade relations between rich and poor countries tend to be one-s**ided**
- 9 The company produced record-b**reaking** profits last year.
- 10 This proposal has the whole-he**arted** support of international charities.

Grammar 1: Word formation

Complete the table with the missing forms, then complete the sentences below with words from the table, as in the example.

Verb	Noun	Adjective
consider	consideration	1 considerable 2 considerate
perpetuate	perpetuity	perpetual
provoke	provocation	provocative
intensify	intensification	intense
persuade	persuasion	persuasive
privatise	privacy	private
evade	evasion	evasive
precede	precedent	unprecedented
commend	commendation	commendable

Example: There is a considerable difference in approach between the two companies.

- 1 When asked difficult or embarrassing questions, his answers were evasive.
- 2 There has been an intensification in the fighting between the two sides.
- 3 The war of words escalated, each side accusing the other of provocation.
- 4 Cultural differences are a major consideration in international marketing.
- 5 Some say that globalisation will only perpetuate existing inequalities.
- 6 The President was commended for his contribution to world peace.
- 7 The arguments in favour of global co-operation are very persuasive.
- 8 It's usually best in negotiations to be considerate to the other side.
- 9 Such high sales figures are completely unprecedented.
- 10 Globalisation often puts pressure on countries to privatise state industries.

Grammar 2: Modal verbs

Complete each sentence with an appropriate modal verb and the correct form of the verb in brackets, as in the examples. Usually one modal verb is the most suitable but there may be acceptable alternatives.

Example: Experts predicted that prices could rise by anything up to 5% over the next year. (RISE)

Example: She might have told me about the meeting but I'm not sure. (TELL)

- 1 They wouldn't give me a refund – they said I should have kept the receipt. (KEEP)
- 2 I don't know what he did to deserve dismissal but it must have been something serious. (BE)
- 3 I'm pretty confident the figures will be ready by Friday – they shouldn't/won't take more than a couple of days to complete. (TAKE)
- 4 Cities in different countries have lost a lot of their individuality. You feel you could/might be walking around any city in the world. (BE)
- 5 I don't know why they spent so long negotiating – they could have signed this agreement days ago if they'd wanted to. (SIGN)
- 6 I'd like to ask about international aid policy, if I may/could/can/might. (–)
- 7 We needn't/shouldn't have queued for hours for the new phone – it turned out they had plenty in stock. (QUEUE)
- 8 You should/may/might/could find some paper clips in the stationery cupboard – that's where they're normally kept. (FIND)
- 9 Twenty years ago, almost no-one could/would have predicted the extent of today's global market. (PREDICT)
- 10 There would appear to be no prospect of an early end to this damaging dispute. (APPEAR)

Grammar 3: Mixed tenses

Put the verbs in brackets into the correct tense (active or passive), as in the example.

Globalisation and the Communications Revolution

Nowadays, thanks to the revolution in communications technology, we can find out immediately about events which (Example:) *are happening* (happen) on the other side of the world. Not only that, but these events also 1 *have* (have) a much greater effect on all of our lives than they did only a couple of decades ago. Communications technology not only 2 *enables* (enable) globalisation, it 3 *has become* (become) what globalisation is.

The first great revolution in communications 4 *occurred* (occur) in the 19th century when Samuel Morse 5 *sent* (send) the first ever message via his electric telegraph system. Never before 6 *had it been* (it/be) possible to get a message from one place to another unless it 7 *was taken* (take) there physically. It 8 *was* (be) a momentous occasion, and the revolution we 9 *are still going through* (still/go through) today is no less momentous, perhaps even more so. It 10 *began* (begin) in the 1950s when the first communications satellite 11 *was sent* (send) into orbit. Since then, more and more satellites 12 *have been launched* (launch) every year. There 13 *are* (be) now over 200 up there, each handling far more information than the first one.

This phenomenon, along with a parallel development in telephone cable technology, 14 *has not only continued* (not only/continue) up to the present but 15 *is still accelerating* (still/accelerate), and of course 16 *will keep* (keep) on doing so, gaining momentum all the time. Who knows what stage it 17 *will have reached* (reach) by the time we 18 *get* (get) to the middle of this century? The one thing we can be reasonably sure of is that, barring global disasters, this world 19 *will be* (be) an even more interconnected one than the globalised one we 20 *live/are living* (live) in today.

Language skills

Speaking and listening: Discussion and listening for detail

Discuss the question below, using the suggestions given and adding three or four more to the list.

“What makes a company a good place to work?”

- challenging work
- comfortable conditions
- staff welfare policies
- good management/staff relations

-
-

-
-

Possible extra points: payment, subsidised canteen, long holidays, flexible working patterns, friendly colleagues

🎧 **Listen to a radio interview.** How many of the points mentioned agree with those in your list? Are any points mentioned but not in your list, or in your list but not mentioned?

Finally, give one example from the interview of each of the aspects below. Try to do this from memory, then listen again to check and fill in any gaps.

Creating enjoyment, e.g. *introducing treats / installing a chocolate fountain*

Comfortable environment, e.g. *(plenty of) natural light / enough space*

Promoting health and welfare, e.g. *gyms and crèches*

Moral responsibility, e.g. *not damaging the planet*

Valuing employees' opinions, e.g. *staff suggestion scheme*

Rewarding good work, e.g. *incentive schemes / praise*

Writing 1: Expressing your own viewpoint

Write an essay with the title “The company I’d like to work for”. You may choose to describe a real or imaginary company. Include points from the previous activity if you wish, but write from your own point of view.

Writing 2: Selection and ordering of points

You have been asked to write an article about the consumer society. Look at the points below and decide which to include, and in what order, in the following outline.

1 Introduction

2 Why people consume

3 Problems of consumerism

4 Alternatives

- Wanting to have more (for yourself or your family) is human nature.
- Desires and needs have become confused.
- Advertisements encourage people to spend more/acquire more material goods.
- Goods nowadays are designed to be disposable.
- Sometimes people buy things without asking whether they need them.
- It sometimes seems that consuming things is our main purpose in life.
- People are working longer and longer hours.
- In poor countries there are some people who can’t afford basic necessities.
- Possessions do not bring happiness.
- Perhaps we should all be more aware of what is really important to our lives.
- Studies show that, beyond a certain point, wellbeing doesn’t increase with wealth.
- People are led to believe that their lives will be better the more they own.
- Production of more and more goods has an impact on the environment.

- Waste is becoming a serious problem.
- The Internet now enables people to shop without having to leave the house.
- There are some who go shopping just to cheer themselves up.

Suggested plan (there are various alternatives):

1. Introduction

It sometimes seems that consuming things is our main purpose in life.

The Internet now enables people to shop without having to leave the house.

People are working longer and longer hours.

Wanting to have more (for yourself or your family) is human nature.

In poor countries there are some people who can't afford basic necessities.

2. Why people consume

Desires and needs have become confused.

Advertisements encourage people to spend more/acquire more material goods.

People are led to believe that their lives will be better the more they own.

There are some who go shopping just to cheer themselves up.

3. Problems of consumerism

Goods nowadays are designed to be disposable.

Waste is becoming a serious problem.

Production of more and more goods has an impact on the environment.

4. Alternatives

Sometimes people buy things without asking whether they need them.

Studies show that, beyond a certain point, wellbeing doesn't increase with wealth.

Possessions do not bring happiness.

Perhaps we should all be more aware of what is really important to our lives.

Now write the article, adding anything else you wish to include and linking the points to produce a logical flow.

Practice Test Five

Section 1



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

Example: Who is the speaker?

- A ☐ a financial adviser
- B ☐ a company director
- C ☒ a bank cashier

1. What is the woman's job?
 - A ☐ an economist
 - B ☒ a journalist
 - C ☐ a politician
2. Which is the best description of the man's attitude?
 - A ☒ cynical
 - B ☐ amused
 - C ☐ analytical
3. Who are the speakers?
 - A ☐ a politician and a member of the public
 - B ☐ a company director and a journalist
 - C ☒ a politician and a journalist
4. What does the man say about poor countries?
 - A ☒ They don't have any real choice.
 - B ☐ They should be more developed.
 - C ☐ They will probably remain poor.
5. Which word best describes the man's reaction?
 - A ☐ surprised
 - B ☒ pessimistic
 - C ☐ impatient

6. What is the lecturer talking about?
- A ☐ investment
 - B ☒ taxation
 - C ☐ management
7. Who is the speaker?
- A ☐ a product designer
 - B ☒ a marketing expert
 - C ☐ a department manager
8. Which is the best description of the woman's answer?
- A ☒ evasive
 - B ☐ deceitful
 - C ☐ persuasive
9. What is the woman concerned about?
- A ☐ poverty
 - B ☐ banking
 - C ☒ debt
10. Which is the best summary of what the woman says?
- A ☐ It is impossible to answer the question.
 - B ☐ President Haisal began the dispute.
 - C ☒ Both countries are equally responsible.

Test Tip

Of course you need to listen for “key words” but you shouldn’t rely on this. In the Example, the obvious key word is “account” but to be certain that the man is a bank cashier, you should understand the overall context.

Section 2



You will hear a recording about public service professionals. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

11. *Many professionals currently working / in the public services / resent the imposition of business practices and commercial imperatives / on areas of responsibility / they have hitherto regarded as their domain. / Accustomed to making decisions based on their assessment of needs, / they now find themselves answerable / to people they regard as unprincipled bureaucrats / obsessed with balance sheets and profit margins.*

Test Tip

If you miss a word, the best advice is to leave a blank and carry on writing. As long as you don't leave too many gaps, there should be time to go back and guess the missing word from the context later.

Section 3



You will hear a talk about the global clothes industry. First read the notes below then listen and complete the notes with information from the talk. You will hear the recording twice.

Example: Whenever you buy clothes, you become part of the global market.

- 12 Clothes shops are engaged in a continual price war.
- 13 Taking inflation into account, women's clothes prices fell by a third between 1990 and 2000.
- 14 Globalisation puts a continuous downward pressure on prices.
- 15 Workers in the clothing industry suffer from long(er) hours / low(er) pay (accept either).
- 16 The global competition for lower prices is sometimes known as a race to the bottom.



You will hear a discussion between Alan Dalton, an economist, and Norma King, an environmentalist. First read the notes below then listen and complete the notes with information from the discussion. You will hear the recording twice.

Example: Alan Dalton: globalisation provides greater choice.

- 17 Norma King: what people call global culture is really just Western (culture).
- 18 Alan Dalton: people adopt a more global lifestyle by choice.
- 19 Alan Dalton: to deny people in poorer countries the material benefits of globalisation would be hypocritical (of us).
- 20 Norma King: air freight causes a lot of pollution.
- 21 Alan Dalton: without development and growth, poor countries would always be subsistence economies.

Test Tip

Most of the information you are listening for will have cues (things which help you to know what is coming next) before them. Listen out for the cues. Quite often they are synonyms of words in the notes. They may sometimes be the same words.

Examples:

In Question 12, the cue is a word meaning the same as "continual".

In Question 16, the cue is more complicated: listen for a structure that suggests a similar meaning to "is sometimes known as".

In Question 21, the cue is a synonym for "always be/hot change/stay".

Section 4



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

Example:

Interviewers often seem to be reading from the same script, so be prepared to answer questions like “What do you think you can bring to the company?” or “Where do you see yourself in two years’ time?”.

- A ☐ unexpected
- B ☐ commonplace
- C ☒ typical

22.

As any kind of military action is probably out of, the only viable option for the United Nations in dealing with the current crisis would appear to be that of intensifying the existing economic sanctions.

- A ☐ their reach
- B ☒ the question
- C ☐ normal range

23.

When facing redundancy, you may well find that your old company will offer various forms of assistance, such as help with updating your CV, retraining or It is sensible to take advantage of whatever is offered.

- A ☒ career counselling
- B ☐ job satisfaction
- C ☐ financial rewards

24.

For anyone who wants to understand the phenomenon of globalisation, its implications, impact and drawbacks, this book is a very good place to begin. The author's theoretical background and inside knowledge enable him to combine a grasp of fine detail with a simultaneous feel for the

- A ☐ wider field
 B ☐ larger stage
 C ☒ bigger picture

25.

..... in Share Prices

After falling for most of the day, financial markets around the world staged a remarkable recovery before close of business yesterday, surprising analysts by finishing higher than the previous day.

- A ☐ Surprise Fall
 B ☒ Late Rally
 C ☐ Predicted Rise

26.

With their analytical skills and wide experience of global affairs, our team of correspondents will give you an insight into what's really going on

Take advantage
 of our great trial offer –
first 3 issues free!

- A ☐ under the table
 B ☐ beyond the pale
 C ☒ behind the scenes

Section 5



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

As long ago as 1864, no less a figure than Abraham Lincoln pointed out the dangers inherent in the expansion of the powers of corporations. "I see in the near future a crisis that unnerves me," he wrote. "Corporations have been enthroned and an era of corruption in high places will follow." Since then, business corporations have relentlessly spread their tentacles into areas of public life that even Lincoln would have thought invulnerable, a process that has accelerated since the 1970s, the time when the word "privatisation" was coined and free market economics became the new orthodoxy.

The original corporations in Britain, however, were charities rather than businesses. In fact, the terms of their incorporation granted by the Crown made it illegal for them to make profits from commercial activities. Such restrictions were eroded over the years, until a British colonial trade association called the East India Company transformed itself, stealthily and illegally, into a privately-owned profit-making business. The wealth this change produced for the company's shareholders encouraged other corporations to do the same, giving rise to the era of unbridled competition for resources and markets that we are familiar with today.

The great advantage of modern-day corporations, at least to those that run them, is that they retain many of the legal advantages and rights that were granted to their original non-profit making versions, which enables them to evade many of their legal and social responsibilities in the pursuit of ever higher profits. At a national level, as Lincoln foresaw, they have now gained an unprecedented hold on governments, lobbying against any legislation that they see as a threat and promoting every decision that is in their interest.

With the advent of a globalised economy, the power of corporations to influence, or even control, elected national governments has increased dramatically. Large multinational companies now wield an enormous amount of power and are more wealthy than many countries. If a national government insists on passing a law that restricts their activities, there is an ever-present threat that they can move their operation to a more favourable climate, undermining the legitimacy of the government and, sometimes, a country's entire economy. If corporations lose their power to act, we are told, it will spell the end of the competitive economy, and most governments now accept without question that national economies, like companies, must at all costs remain competitive.

Example: Abraham Lincoln feared that corporations would

- A ☐ become more corrupt in the future.
- B ☒ lead to corruption in governments.
- C ☐ cause an inevitable economic crisis.

27. According to the article, the growth of corporate power

- A ☒ has exceeded Lincoln's predictions.
- B ☐ began to be noticed in the 1970s.
- C ☐ has become more orthodox recently.

28. Historically speaking, corporations in Britain were

- A ☐ started in the colonial period.
- B ☐ managed by the royal family.
- C ☒ not allowed to make a profit.

29. The transformation of the East India Company into a commercial business was

- A ☒ a model for what followed.
- B ☐ a very rapid process.
- C ☐ approved by the government.

30. A connection between modern corporations and their older versions is that

- A ☐ wealth creation remains their driving force.
- B ☒ they still have some of the original privileges.
- C ☐ governments are still influenced by them.

31. That writer says that globalisation has

- A ☐ increased the influence of national governments.
- B ☐ made national economies more competitive.
- C ☒ shifted power away from national governments.

Test Tip

Remember that some answers might be quite tempting, because they have the same word or phrase as in the text. Always check these options very carefully. For example, option B of Question 31 has the word "competitive", which also appears in the text, but what does the text actually say?

Section 6



Read the article below and answer the questions.

NOT LONG AGO, BUSINESS COURSES talked about managers, departments and staff, rarely mentioning teams. Now, it seems, teams are very much the thing. Everyone in business is raving about teamwork. The Internet is awash with companies offering expensive programmes on which participants go paintballing or abseil down rock faces in the name of team-building.

This isn't, however, just a fad, and it's worth reminding ourselves of the advantages teams confer on organisations that successfully adopt them. I say "successfully" because often companies will go overboard on teaming without really understanding the basic principles behind teamwork. Here's an illustrative story.

In 1972, John Ammatt assembled an international team of top climbers to climb Mount Everest. At the last minute, he decided not to participate, explaining that he was getting married. He later admitted that he knew the attempt would fail because everyone "wanted to reach the top for their own glory or that of their country."

He was right – the expedition went ahead without him and failed. The team didn't work together and arguments abounded. Ten years later, Ammatt led another attempt. Although each member had a long-held ambition to get to the summit, only three did. The others decided to stay at base camp, realising that if they all tried to make it, it was likely that none of them would.

Example: What was the emphasis of previous courses in Business Studies?

managers, departments and staff

32. Which two separate words are used to show the current enthusiasm for and popularity of teamwork?

raving and awash (both required)

33. What suggests that the writer believes teamwork is more than a passing trend?

(He says) it isn't just a fad

34. What was Ammat's real reason for not going on the first expedition?

He knew it/the attempt would fail

35. What did some members of Ammat's team sacrifice for the common good?

(their) long-held ambition (to get to the summit)

Section 6 Continued



Read the article below and answer the questions.

As you enter the brand new Greenway Shopping Centre, the overwhelming feeling is one of awe: you could almost imagine you are in a gigantic modernist cathedral. But the people who flock here come to worship at the altar of consumerism. More than that, though, this place is not just a shopping trip but an experience. As well as over 300 shops, there are 40 restaurants, cafés and fast food outlets, plus leisure facilities including a health club and a boating lake. After wandering around with my mouth open for about half an hour, my ears constantly assaulted by “soothing” piped music, my reaction began to mutate into one of anaesthetised horror and I felt I

was trapped in some kind of dystopian science fiction film. This, I realised, was not just a “total experience” but a totalitarian one.

Later, having made my escape (I’d crawled out through an abandoned ventilation shaft, evading the security cameras and robot guards), I made another connection: Greenway is a model for the global future. There are Greenways all over the world, and in most city centres nowadays, you see the same shops and restaurants, selling identical brands to people wearing the same clothes and listening to the same music. Next time you’re in an airport departure hall, look around: that’s the future, right there.

Example: What is the writer’s initial emotion on entering the shopping centre?

(one/a feeling of) awe

36. Which two words support the writer’s comparison with a cathedral?

flock/worship/altar (any two)

37. What does the shopping centre offer, apart from retail and food outlets?

leisure facilities

38. Which previous idea does the writer’s description of his “escape” refer to?

(the idea of) (being in a) science fiction film

39. Where are people most likely to observe what the article is referring to?

(in an) airport departure hall

Section 7



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

Simon Says

Our expert Simon Jupp
gives his advice on office problems

Lesley Amis writes:

Two years ago, I moved back to this country after two years working abroad and took a middle-management post with a company. Although my qualifications and experience should have put me on a higher grade, I was told that my lack of experience in this country meant I would have to begin on a lower salary. I accepted this, the unspoken assumption being that I would be able to work my way up.

Shortly afterwards, my immediate senior was promoted to another department, which meant I had to more or less run things single-handed. I did this for several months, earning verbal commendations from the boss for my efficiency and commitment, with the tacit implication that I would be promoted to take my ex-colleague's place. This has not happened. In fact, someone was appointed below my level and I have had to act as mentor to them.

Feeling exploited, I requested an informal interview with the boss, who was very sympathetic but explained that financial pressures from above prevented him from offering me the promotion that he admitted was deserved. The situation has now been brought to a head by the fact the new appointee has announced his resignation. I am concerned that the whole cycle will begin again and nothing will change. Should I consider resigning myself or, in the current climate, is it a case of hanging on to what you've got?

- *Simon Jupp advises:*
- Of course it's understandable
- that you feel exploited, but I
- think it would give you a sense
- of perspective if you saw things
- from your boss's viewpoint. I
- realise that we're inclined to be
- cynical about managers who
- claim the economic situation
- is tying their hands, but it's
- possible, or even probable, that
- the financial pressures on his
- departmental budget are real.
- He is no doubt very pleased
- to have on his team someone
- who is willing to take on extra
- responsibilities without short-
- term reward, and I think this
- increases the strength of your
- position.
- My suggestion would be to
- collect together a dossier
- detailing all the work you
- have done that is above and
- beyond your job description
- and, at a later date, request
- a formal review of your
- position. I wouldn't, however,
- mention your worries about
- the immediate future because
- they can be dismissed as mere
- speculation. I would also not
- recommend resigning, or even
- threatening to do so.
-
- *Do you agree with Simon's*
- *advice? Send your comments*
- *to [www.businessworld.com/](http://www.businessworld.com/simonsays)*
- *simonsays (to arrive before*
- *next Thursday).*

Example: Before this job, Lesley had been working abroad.

40. She was appointed at a lower level than her qualifications and experience deserved.
41. After the departure of a colleague, she was left to run things single-handed.
42. The promise of promotion was only (a) tacit (implication) // (an) implication // an unspoken assumption.
43. Her boss gave financial pressures as a reason for not rewarding her efforts.
44. Simon accepts that blaming the financial situation for everything is likely to provoke a cynical reaction.
45. Simon's advice: assemble written evidence of work that exceeded (her) job description.
46. Simon suggests Lesley's fears about what may happen next are only (mere) speculation.

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

47. You have read the Simon Says advice column. Write a comment on the advice given. Write about 150–200 words. In your comment you should:

- say whether you agree with what Lesley did
- say what you think of Simon's advice
- add your own advice

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

Section 9



Choose one of the topics below and write your answer in 250–300 words.

48. A) Globalisation

Write an essay on the following topic.

It has been said that a uniform global culture is replacing traditional local distinctiveness. How far is this true in your country and is it necessarily a negative trend?

Or

48. B) International Issues

A website is inviting people to contribute articles about what they consider to be the greatest problem facing the world today, and why.

Write an article for the website.

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

Test Tip

Try to take time to draw up a short, rough plan of the points you want to include and note down any relevant key words and phrases. Even five minutes spent doing this will result in a clearer, more coherent piece of writing. It can also show if you have chosen the most suitable option. For example, for option B, you could choose to write about poverty, overpopulation or climate change, but if you can't list any good reasons for choosing a particular topic, perhaps you should consider choosing option A.

Section 10 (2 minutes)

In this section you will speak on your own for about one and a half minutes. Your teacher/examiner will ask one of the main questions below and ask the follow-up questions if necessary.

Main prompt 1:

Follow-up prompts:

- How much do you see yourself as a follower of fashion?
- Is fashion important to you? (Why/Why not?)
- How aware are you of what is in fashion at any given time?
- What image do you like to present to other people?
- Do you think that fashion is mainly a female concern? (Why/Why not?)

Main prompt 2:

Follow-up prompts:

- How far do you think your behaviour is influenced by advertising?
- What feelings do adverts try to appeal to?
- Tell me about an advert you think is especially effective.
- Why do you think most people say they are unaffected by advertising?
- Do you think advertisements are a waste of money? (Why/Why not?)

Main prompt 3:

Follow-up prompts:

- Would you describe yourself as a leader?
- What is it about your personality that makes you this way?
- Can you give me an example of a situation in which you led or followed?
- What qualities do good leaders need?
- How important is leadership in group activities?

Main prompt 4:

Follow-up prompts:

- What advice would you give to someone coming to live in your country for a year or more?
- How welcoming are people in your country to strangers, generally speaking?
- What aspect of life do you think outsiders would find it hard to get used to?
- What makes your country an attractive place to live in?
- What local habits would you advise people to adopt?

Section 11 (2 minutes)

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

Should young people today show more respect for authority?

What do you think?

Your teacher/examiner will use the following prompt questions/statements to take an opposing viewpoint to yours.

For showing more respect:

- People in authority understand more about life than young people do.
- When young people are told to do things, it's usually for their own good.
- Discipline in schools is breaking down.
- Societies in which people in authority are respected tend to be more stable.

Against showing more respect:

- It's natural for young people to rebel.
- Respect shouldn't be automatic – it has to be earned.
- People in authority haven't made a very good job of running the world.
- Young people aren't as disrespectful as some people say they are.

Section 12 (2 minutes)

In this section you will talk about these two pictures. The pictures are being considered for an illustration of an article called “Consuming Passions”. Tell your teacher/examiner what you can see in the pictures.



Your teacher/examiner will now ask this follow-up question:

Which of these pictures would you choose to illustrate an article called “Consuming Passions”?

Section 13 (2 minutes)

In this section you will take part in a role play. Your teacher/examiner will explain the situation.

TEST TAKER'S CARD

The situation: A friend of yours is spending too much and getting into debt.

Your goal: To tactfully suggest that he/she should spend less and give advice on how this could be achieved.

A friend of yours is spending too much and getting into debt. Your teacher/examiner is the friend. Below is a sample script that your teacher/examiner may use.

Ready? I'll start.

I'm a bit worried about how much money I owe.

Paying for things by credit card is so convenient.

When I'm a bit depressed, a shopping trip cheers me up.

I don't buy that many things that I don't need.

I'm not very good at waiting for things I want.

That is the end of the test.

Test Tip

In difficult or emotional situations, it is usually better to express your opinions and give advice or criticism calmly and tactfully. Even if you would normally be very direct with a friend, it is better in a role play in this section to say something like "Don't you think you should ..?" rather than "You're being stupid!"

Writing guide

Introduction

Writing tasks in the Pearson Test of English General

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

Section 8

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

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

The word limit in this section is 150–200 words. You may well find that the biggest problem is not that this is a lot of words but that, once you start writing, it is not enough to include everything that you want to. For this reason it is important to express yourself concisely.

Section 9

This section is a free writing task in which you will need to express your point of view, explain the advantages and disadvantages of something or develop an argument. What you are asked to write can take various forms. It may be something factual (for example a leaflet or article), critical (for example a review or report) or analytical (for example an essay). There will be a choice of two tasks. The topics will be related to two of the themes of the test so there may be ideas in other sections, but again you should use your own words. The word limit is 250–300 words.

General advice

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

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

Letters to magazines or newspapers

Model answer

You have read an article expressing concern that today's young people are not interested in politics. Write a letter in response. Write about 150–200 words. In your letter you should:

- say why you agree or disagree with the basic point
- refer to your own experience
- suggest solutions to the problem

This phrase indicates a move from the minor disagreement in the previous paragraph to a more general point in agreement. It could, of course, be used to move from agreement to disagreement (or from advantages to disadvantages).

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

Dear Sir/Madam,

I read your article about young people and politics with interest and I am writing to say that, as a young person, I tend to agree with what it says. I would, however, point out that it is a mistake to use the term “the young” as a category. We are, after all, individuals, not a uniform group.

Having said that, the analysis of young people’s attitudes to traditional politics certainly reflected the views of myself and people I know. We generally think of politicians as being out of touch with our feelings and only interested in getting and keeping power. We *may* perhaps be called idealistic, but they seem to have lost their principles. It is also true that we interpret politics in a wider sense than normal. We often get involved with issues such as the environment that go beyond party politics. If politicians want our support, they need to rediscover their principles and start talking to us not as potential voters but as real people with real ideas and concerns. In short, they need to convince us that they care, not just by saying it to get our votes but by demonstrating it in their actions.

Yours faithfully,
[200 words]

The first sentence should get straight to the point by referring to the context, identifying yourself (if necessary) and stating your reason for writing. This particular sentence construction is a very useful way of beginning most formal or neutral letters because you can simply replace the verb (in this case *say*) with another one that explains what you want to do, for example, *complain*, *enquire/ask (about)*, *tell/inform/explain* or *give my opinion*.

The reference to principles develops a point from the previous paragraph, giving a logical cohesion to the letter. If a piece of writing has its own internal logic and cohesion, it shouldn’t be necessary to use a lot of “external” linking words and phrases.

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

Practice

1 You read a review in a magazine of a film you have seen and enjoyed. You think the review is too negative and contains both wrong information and unfair opinions. Write a letter to the magazine to complain about the article and suggest corrections. Write about 150–200 words.

2 You read an article in a newspaper complaining about the lack of respect and politeness people nowadays show to others, especially their elders. Write a letter in response, either agreeing or disagreeing and giving examples to support your opinion. Write about 150–200 words.

Emails and other forms of electronic communication

Model answer

You read a discussion on a website about what different people think is the greatest problem facing the world today.

Write a contribution to the website, giving your opinion. Write about 150–200 words.

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

The first paragraph "sets the scene" by listing several different alternatives. This is also a useful technique for essays and articles, but be careful not to use too much space before getting to your main point(s).

This "topic sentence" for the second paragraph indicates the move to the main point, linked to the previous paragraph with *though*. In a more formal context, *however* would be a suitable alternative linking word.

I agree with what the previous contributor says. At any given time, it's likely that the world will be facing a variety of problems and it seems that at the beginning of the 21st century there are several very serious ones. One that springs to mind immediately is the fact that so many people in the world are either very poor or even facing starvation. Connected to this is the fact that the world's population is growing at an ever faster rate and there may not be enough food to go round. On a political level, there are always wars somewhere in the world, and this situation is made worse by fears that nuclear weapons may proliferate.

In my opinion, though, more urgent and more serious are two environmental problems, which are connected, namely our dependence on fossil fuels like oil and the impact of climate change. As several people have already pointed out, we urgently need to take action on both of these by developing alternative sources of energy. If we fail to do this, the consequences will be severe, or even fatal, not just for some people but for the entire human race.

[200 words]

Though not always appropriate for essays and formal letters, this kind of idiomatic language is suitable for the less formal medium of websites and emails. Used correctly and sparingly, it will make your writing more lively. However, you should always be sure of how to use an idiomatic expression before including it, and don't overload your writing with idioms just to show that you know them.

Using pronouns to replace nouns improves the flow of your writing by helping you to avoid repetition.

Practice

1 You read a story on a news website about your local government spending money on a large sculpture for the town centre. Write an email to the newspaper's website giving your opinion on what kind of sculpture would be suitable and whether or not this is a good use of public money. Write about 150–200 words.

2 You read an article on a website saying that technology will soon replace books. The website asks readers to add their opinion and give examples. Write your contribution in about 150–200 words.

Essays

Model answer

You have been asked to write an essay in answer to the following question.
Do we live in a classless society, or is the issue of social class still relevant?
 Write about 250–300 words.

Don't waste words by repeating the question. It may be useful, however, to define one or more of the terms used in the question before making your first point.	<i>First of all it is important to ask how a person's social class is judged <u>Is it</u>, for example, mainly a question of wealth? If so, <u>how is it possible</u> to account for the fact that a millionaire business person is ranked lower than a relatively poor aristocrat? Alternatively, someone <u>may be assumed to be</u> a member of a certain class on the basis of their lifestyle, educational background, or even <u>where</u> they live and what type of house they live in. In reality, it is probably a mixture of all these things, and others, that <u>determines</u> class.</i> <i>However it is defined, though, the relevance of social class will obviously vary from country to country. I don't believe that class is such an important issue in my own country as it may be some others. This is not to say, however, that it does not exist. On the surface, society here appears to be quite egalitarian, at least in terms of social life and attitudes, and a casual observer might conclude that it is close to being a "classless society". However, anyone who digs more deeply will probably find that there is clear evidence of distinctions and variations in attitude and lifestyle that are in fact determined mostly by issues of class. I imagine this is true of most places in the world and it seems likely that, unless there are fundamental changes to the social economic systems, social class will continue to have an effect on people's situations and attitudes.</i> → [253 words]	These are known as rhetorical questions. They are asked to make a point rather than find out information so they don't expect an answer. Questions like this are typical in spoken arguments but they can also be used in written contexts. As with all such figures of speech, however, they should not be over-used.
Back up your idea with an additional point (or two), using simple linking words or phrases rather than more formal ones like <i>Moreover</i>.		The passive is often used, as here, to avoid the use of personal pronouns like <i>I</i> and <i>we</i>, making statements or asking questions that are too particular.
Notice that the verb form here is singular because the subject is <i>it</i>. The mistake of assuming that the nearest nouns or pronouns (<i>things</i> or <i>others</i>) are the subject of the sentence is a very common one.		This phrase provides the link with the previous paragraph.
Even in an essay, it can be effective to use figurative language as long as it is not too conversational. In this case, the use of the phrase <i>digs more deeply</i> is especially appropriate as it picks up on an expression from the previous sentence (<i>On the surface</i>).		
Conclude the essay by referring back to the question and giving your own opinion.		

Practice

Write an essay in answer to the following questions in about 250–300 words.

- 1 Do you think learning a foreign language should be compulsory for all schoolchildren? Why/why not?
- 2 "Rich celebrities who campaign on issues like the environment and world poverty are just hypocritical publicity-seekers." How far do you agree with this statement?

Articles

Model answer

You have agreed to write an article for your school/college magazine, which is producing a special edition on Youth Unemployment. Write about 250–300 words.

Articles usually have a title or a heading to attract the reader's attention. This is not absolutely necessary but including one will make your article look more realistic and create a good impression from the start.

It is clear that the writer is aware of the potential readership – the sentence puts the writer in the same position as the readers and addresses them directly as equals.

Although not really a question, this structure has a similar function to the rhetorical questions used earlier in the paragraph.

Be careful about using exclamation marks for emphasis. It is probably acceptable here but they shouldn't be used in more serious articles, essays etc. It is usually better to add emphasis by using structures rather than punctuation marks.

IS ANY JOB BETTER THAN NO JOB?

"Young people today are just lazy – there are plenty of jobs available if they really want them."

How often have we heard statements like this? If you're anything like me, you'll be fed up with hearing this kind of thing, but let's examine it a little more closely.

Firstly, I'd take issue with the second part, namely that there isn't a shortage of jobs. While this may be true at certain times, it certainly isn't correct in the current economic climate, when unemployment is rising and opportunities decreasing. I wonder if the people who express this kind of opinion have actually tried to find a job recently. Probably not, otherwise they wouldn't be saying such things.

What people also often forget to take into account is the quality of whatever jobs are on offer. It's surely unreasonable to expect someone who has invested time and money in attaining good qualifications to accept a boring, low-paid job on a long-term basis. This is not a question of being lazy or too fussy but rather of trying to maintain some self-respect and not be exploited. We're often told that unemployed people tend to suffer from low self-esteem, but we don't hear so much about the loss of self-respect suffered by people doing jobs they think are basically pointless. In fact, many people I know have applied for such low status jobs, only to be told that they were over-qualified!

It sometimes seems that you just can't win.

To sum up, I don't believe that the majority of young people are lazy, but nor are we foolish or desperate enough to accept just any kind of work we are offered.

[292 words]

The first sentence is important as you want to spark the readers' interest and get them to read further. You can do this in different ways, such as asking the reader a direct question or providing an interesting or challenging quotation.

This is technically not a sentence (there is no main subject or verb) but it is fairly common in certain types of article. The style of writing here is quite informal or conversational and, along with the previous sentence, gives the impression of "thinking aloud".

Note that this is an example of the commonly used "cleft sentence" structure, which adds variety and emphasis to the writing.

Practice

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

Win an iPad

E-books are changing people's attitudes to reading
and making great books more accessible.

*Tell us about a book (in any language) that has
inspired you and made a difference to your life.*

**There are 3 iPads to be won
for the best 3 articles.**

Write an article in about 250–300 words.

- 2 You see this notice in your college magazine.

“Living on a budget”

We need articles for the next issue
to help new students coming to the college.

*Tell us about your experiences
and your “top tips”
so we can pass them on to others.*

Write an article in about 250–300 words.

Glossary

Unit One

- affinity** (n) a strong feeling that you like and understand someone or something; a close relationship between two things
- affliction** (n) something that causes pain or suffering, especially a medical condition
- ancestor** (n) a member of your family who lived a long time ago
- approachable** (adj) friendly and easy to talk to
- assertive** (adj) behaving in a confident way, so that people notice you
- audition** (n) a short performance by an actor, singer, etc., that someone watches to judge if they are good enough to act in a play, sing in a concert, etc.
- background** (n) someone's family, education, previous work, etc.
- bat an eyelid** (v phr) to be shocked, surprised or embarrassed
- bear out** (phr v) if facts or information bear out a claim, story, opinion, etc., they help to prove that it is true
- betrayal** (n) the action of being disloyal to your friends or country, or someone who trusts you
- blob** (n) a small round mass of a liquid or sticky substance; a small area of colour
- bond** (n) a strong relationship; something that unites two or more people or groups, such as love, or a shared interest or idea
- borderline** (adj) very close to not being acceptable
- break** (n) a sudden or unexpected chance to do something that allows you to become successful in your job
- bronze** (n) a hard metal that is a mixture of copper and tin
- brush stroke** (n) the action of putting paint onto a painting
- budding** (adj) beginning to develop or be successful
- canvas** (n) a piece of strong, rough material used by an artist to paint on
- celebrity** (n) a famous person
- churlish** (adj) not polite or friendly
- coarse** (adj) having a rough surface that feels slightly hard; talking in a rude or offensive way
- colloquial** (adj) (of language) used in conversation but not in formal speech or writing
- compulsion** (n) a strong and unreasonable desire to do something
- compulsive** (adj) compulsive behaviour is very difficult to stop or control and is often the result of or a sign of mental problems
- congested** (adj) crowded, full of traffic
- court** (v) to try hard to please someone, especially because you want something from them
- crave** (v) to have an extremely strong desire for something
- currency** (n) the state of being accepted or used by a lot of people
- delineate** (v) to describe or draw something very carefully so that people can understand it; to make the boundaries between two areas very clear

- descent** (n) your family origins, especially your nationality or relationship to someone important who lived a long time ago
- dilute** (v) to make a liquid weaker by adding water or another liquid; to make a quality, belief, etc. weaker or less effective
- discard** (v) to get rid of something that you no longer want or need
- dismay** (v) to make someone feel worried, disappointed and upset
- distant** (adj) not friendly; not wanting a close relationship with someone; not paying attention but thinking about something completely different
- domain name** (n) the first part of a website address which usually begins with www
- dramatise** (v) to make a situation seem more exciting, terrible, etc., than it really is
- drum into** (phr v) to keep telling someone something until they cannot forget it
- easel** (n) a wooden frame that you put a painting on while you paint it
- endeavour** (n) an attempt to do something new or difficult
- ethnicity** (n) the fact of belonging to a particular race
- eugenics** (n pl) the study of methods to improve the mental and physical abilities of the human race by choosing who should become parents
- flawed** (adj) spoiled by having mistakes, weaknesses or by being damaged
- fresh-faced** (adj) having a face that looks young and healthy
- fulfilled** (adj) happy and satisfied because your life is interesting and you are doing useful or important things
- genealogist** (n) a person who studies the history of families
- glittering** (adj) very successful; connected with rich, famous and fashionable people
- grim** (adj) very bad, ugly or unpleasant
- hang around** (phr v) to wait or spend time somewhere, doing nothing
- hit** (n) something such as a film, play, song, etc. that is very popular and successful
- identity theft** (n) using someone else's name and personal information in order to obtain credit cards and other goods or to take money out of a person's bank accounts
- impact** (n) the effect or influence that an event has on someone or something
- leak** (v) to deliberately give secret information to a newspaper, television station, etc.
- lucrative** (adj) a job or activity that is lucrative lets you earn a lot of money
- obsession** (n) an extremely unhealthy interest in something or worry about something which stops you from thinking about anything else
- one-stop** (adj) in which you can buy or do everything you want in one place
- outline** (n) a line around the edge of something which shows its shape
- overindulgent** (adj) having too much to eat or drink; letting someone have anything they want or do anything they want to do
- patronise** (v) to talk to someone in a way which seems friendly but shows that you think they are not as intelligent or do not know as much as you
- pervade** (v) if a feeling, idea or smell pervades a place, it is present in every part of it
- pervasive** (adj) existing everywhere
- popularize** (v) to make something well known and liked; to make a difficult subject or idea to be easily understood by ordinary people who have no special knowledge about it

presumptuous (adj) doing something that you have no right to do and that seems rude

prevalent (adj) common at a particular time, in a particular place, or among a particular group of people

response (n) a reaction to something that has been done or said; a spoken or written answer

runaway (adj) happening very easily or quickly and not able to be controlled

sensuous (adj) pleasing to your senses

shortcoming (n) a fault or weakness that makes someone or something less successful or effective than they should be

site (n) a website, a place on the Internet where you can find information about something, especially a particular organisation

soul mate (n) someone you have a very close relationship with because you share or understand the same emotions or interests

speck (n) a very small mark, spot or piece of something

squirm (v) to twist your body from side to side because you are uncomfortable; to feel very embarrassed or ashamed

stage (v) to organise and present a play or event for people to see, or an event that requires careful planning

steer clear of (phr v) to avoid someone or something unpleasant or difficult

step in (phr v) to become involved in an activity, discussion, sometimes in order to stop trouble

still life (n) a picture of an arrangement of objects, for example flowers or fruit

straightforward (adj) easy to do or to understand; not complicated

submit (v) to give a plan, a piece of writing, etc. to someone in authority for them to consider or approve

subservient (adj) always obeying another person and doing everything they want you to do – used when someone seems too weak and powerless

suck in (phr v) involve someone in a situation, especially when they do not want to be involved

sustainable (adj) able to continue for a long time; able to continue without causing damage to the environment

syndrome (n) an illness which consists of a set of physical or mental problems; a set of qualities, events or types of behaviour that is typical of a particular kind of problem

transient (adj) continuing only for a short time; working or staying somewhere for only a short time

trial period (n) a short period during which you can use or do something to find out if it is satisfactory

understatement (n) a statement that is not strong enough to express how good, bad, impressive, etc. something really is

unleash (v) to suddenly let a strong force, feeling, etc. have its full effect

unprejudiced (adj) not influenced by an unreasonable fear or dislike of something or someone

vibrant (adj) bright and strong; full of activity or energy

water down (phr v) to make a statement, report, etc. less forceful by changing it or removing parts that may offend people

website (n) a place on the Internet where you can find information about something, especially a particular organisation

well-being (n) a feeling of being comfortable, healthy and happy

Unit Two

- accommodate** (v) to accept someone's opinions and try to do what they want, especially when their opinions and needs are different from yours
- according to** (prep) in a way that agrees with a system or plan, or obeys a set of rules
- afterlife** (n) the life that some people believe people have after death
- alert** (adj) giving all your attention to what is happening, being said, etc.
- assertion** (n) something that you say or write that you strongly believe
- assimilate** (v) to completely understand and begin to use new ideas, information, etc.
- attribute** (n) a quality or feature, especially one that is considered to be good or useful
- bear out** (phr v) if facts or information bear out a claim, story, opinion, etc., they help to prove that it is true
- beg the question** (v) to make you want to ask a question that has not yet been answered
- behaviourist** (adj) someone who believes that the scientific study of the mind should be based only on people's behaviour, not on what they say about their thoughts and feelings
- blur** (v) to make the difference between two ideas, subjects, etc, less clear
- bonding** (n) a process in which a special relationship develops between two or more people
- catch up** (phr v) to improve and reach the same standard as other people; to do what needs to be done because you have not been able to do it until now
- causal** (adj) relating to the connection between two things, where one causes the other to happen
- commitment** (n) a promise to do something or behave in a particular way
- conditioning** (n) the process by which people or animals are trained to behave in a particular way when particular things happen
- confront** (v) if a problem, difficulty, etc. confronts you, it appears and needs to be dealt with
- contend** (v) to argue or state that something is true
- cope** (v) to succeed in dealing with a difficult problem or situation
- cortex** (n) the outer layer of an organ in your body, especially your brain
- devise** (v) to plan or invent a new way of doing something
- devoid of** (adj) to be completely lacking in something
- dominance** (n) the fact of being more important, more powerful, or more noticeable than other people or things
- elsewhere** (adv) in, at, or to another place
- emanate** (v) to produce a smell, light, etc., or to show a particular quality
- endangered** (adj) in danger of being hurt or dying
- enrol** (v) to officially arrange to join a school, university or course, or to arrange for someone else to do this
- entity** (n) something that exists as a single and complete unit
- expound** (v) to explain or talk about something in detail
- fall behind** (phr v) to become less successful than other people, companies, countries, etc.
- formulate** (v) to develop something such as a plan or a set of rules, and decide all the details of how it will be done
- gene** (n) a part of a cell in a living thing that controls what it looks like, how it grows and how it develops

genetics (n) the study of how the qualities of living things are passed on in their genes

gesture (n) a movement of part of your body, especially your hands or head, to show what you mean or how you feel

go about (phr v) to start to do something

goldfish (n) small shiny orange fish often kept as a pet

gossip (n) information that is passed from one person to another about other people's behaviour and private lives, often including unkind or untrue remarks

grasp (v) to completely understand a fact or idea, especially a complicated one

grassland (n) a large area of land covered with wild grass

hence (adv) in the future; for this reason

heritage (n) the traditional beliefs, values, customs, etc. of a family, country or society

hieroglyphics (n pl) a system of writing that uses pictures to represent words

hinder (v) to make it difficult for something to develop or succeed

hitherto (adv) up to this time

hybrid (adj) an animal or plant from parents of different breeds or types

immersion (n) the language teaching method in which people are put in situations where they have to use the new language

inborn (adj) an inborn quality or ability is one you have had naturally since birth

infer (v) to form an opinion that something is probably true because of information you have

innate (adj) an innate quality or ability is something you are born with

insight (n) a sudden, clear understanding of something or part of something, especially a complicated situation or idea

instigate (v) to make a process start, especially one related to law or politics

intuition (n) the ability to know or understand something because of a feeling rather than by considering the facts

I.Q. (n) Intelligence Quotient – your level of intelligence, measured by a special test

layman (n) someone who is not trained in a particular subject or type of work, especially when they are being compared with someone who is

literate (adj) able to read and write

master (v) to learn a skill or language so well that you have no difficulty with it

memorise (v) to learn words, music, etc. so that you know them perfectly

miss out (phr v) to not have the chance to do something that you enjoy and that would be good for you

neuron (n) a type of cell that makes up the nervous system and sends messages to other parts of the body or brain

perception (n) the way you think about something and your idea of what it is like

perfunctory (adj) a perfunctory action is done quickly and only because people expect it

perspective (n) a way of thinking about something, especially one that is influenced by the type of person you are

pessimist (n) someone who always expects that bad things will happen

pitch (n) how high or low a particular sound is

psyche (n) someone's mind or their deepest feelings, which control their attitudes and behaviour

raise (v) to look after your children and help them grow

- reflex** (n) a natural ability to react quickly and well to sudden situations
- refute** (v) to prove that a statement or idea is not correct
- reluctant** (adj) unwilling to do something
- rely on** (phr v) to trust or depend on someone or something to do what you need or expect them to do
- resort to** (phr v) to do something bad, extreme or difficult because you cannot think of any other way to deal with a problem
- rigorous** (adj) careful, thorough and exact
- saliva** (n) a liquid that is produced naturally in your mouth
- scanner** (n) a machine that passes an electrical beam over something in order to produce a picture of what is inside it
- sceptical** (adj) tending to disagree with what other people tell you
- schema** (n) a drawing or description of the main parts of something
- sequential** (adj) relating to the order in which things are done or happen
- shut down** (phr v) if a company, factory, machine, etc. shuts down, it stops operating either permanently or for a short time
- sluggish** (adj) moving or reacting more slowly than normal
- spatial** (adj) relating to the position, size, shape of things
- stem from** (phr v) to develop as a result of something else
- subsidy** (n) money that is paid by a government or organisation to make prices lower or reduce the cost of producing goods, etc.
- suspect** (adj) not likely to be completely true or honest
- syntax** (n) the way words are arranged to form sentences or phrases, or the rules of grammar which control this
- theorise** (v) to think of a possible explanation for an event or fact
- tonal** (adj) relating to the tones or sounds; relying on tones to convey meaning
- trace back to** (phr v) to find the origins of when something began or where it came from
- undermine** (v) to gradually make someone or something less strong or effective
- usage** (n) the way that words are used in a language
- utterance** (n) something you say
- vivid** (adj) vivid memories, dreams, descriptions are so clear they seem real; vivid colours are very bright
- work out** (phr v) to think about something and manage to understand it

Unit Three

- aeronautics** (n) the science of designing and flying planes
- array** (n) a group of people or things, especially one that is large or impressive
- assignment** (n) a piece of work that is given to someone as part of their job or that a student has to do
- at hand** (adv) close to you and available to be used
- beset** (v) to make someone experience serious problems or dangers

biodiversity (n) the variety of plants and animals in a particular place

body language (n) changes in your body position and movements that show what you are feeling and thinking

breakdown (n) the failure of a relationship or system; a serious medical condition in which someone becomes mentally ill and is unable to work or deal with ordinary situations in life

broadband (n) a system of connecting computers to the Internet and moving information, such as messages or pictures, at very high speed

commute (v) to regularly travel a long distance to get to work

congestion (n) the state of being crowded and full of traffic

depletion (n) a reduction in the amount of something that is present or available

desktop (n) the main area on a computer where you can find the icons that represent programs and where you can do things to manage the information on the computer

die out (phr v) to disappear or stop existing completely

dispiriting (adj) that makes someone not feel as hopeful, eager or interested in something as they were in the past

diversity (n) the fact of including many different types of people or things; a range of different people, things or ideas

divisive (adj) causing a lot of disagreement between people

do wonders (v phr) to be very effective in solving a problem

download (v) to move information or programs from a computer network to a small computer

downside (n) the negative part or disadvantage of something

ecosystem (n) all the animals and plants in a particular area, and the way in which they are related to each other and to their environment

emergence (n) when something begins to be known or noticed; when someone or something comes out of a difficult experience

entrenched (adj) strongly established and not likely to change – often used to show disapproval

envision (v) to imagine something that you think might happen in the future, especially something that you think will be good

first and foremost (adv) used to emphasise the most important quality, purpose, reason, etc.

fit in (phr v) be accepted by other members of a group; be similar to or go well with other things

freeze (n) if a government or a company freezes wages, prices, etc., they do not increase them for a period of time

gadget (n) a small, useful and cleverly designed machine or tool

genome (n) all the genes in one cell of a living thing

hardware (n) computer machinery and equipment, as opposed to the programs that make computers work

hi-tech (adj) using the most modern machines and methods in industry, business, etc.

icon (n) a small sign or picture on a computer screen that is used to start a particular operation

imperialism (n) a political system in which one country rules a lot of other countries; the way in which a rich and powerful country's way of life, businesses, etc. influence and change a poorer country's way of life

indigenous (adj) indigenous people or things have always been in the place where they are, rather than being brought there from somewhere else

- infringe** (v) to do something that is against a law or someone's legal rights
- ingrained** (adj) ingrained attitudes or behaviour are firmly established and therefore difficult to change
- issue** (n) a subject or problem that is often discussed or argued about, especially a social or political matter that affects the interests of a lot of people
- knell** (n) the sound of a bell being rung slowly because someone has died
- laptop** (n) a small computer that you can carry with you
- leave behind** (phr v) to not take someone or something with you when you leave a place
- link** (n) a person or thing which makes possible a relationship or connection with someone or something else
- materialist** (n) a person who believes that money and possessions are more important than art, religion, moral beliefs, etc.
- microchip** (n) a very small piece of silicon containing a set of electronic parts which is used in computers and other machines
- move to** (phr v) to take action or propose action to do something
- network** (v) a set of computers that are connected to each other so that they can share information; a group of people or organisations that are connected or that work together
- networking** (n) the practice of meeting other people involved in the same kind of work, to share information, support each other, etc.
- notebook** (n) a small computer that you can carry with you
- online** (adj) connected to other computers through the Internet, or available on the Internet
- ordeal** (n) a terrible or painful experience that continues for a period of time
- outsider** (n) someone who is not accepted as part of a particular social group
- perpetuate** (v) to make a situation, attitude, etc., especially a bad one, continue to exist for a long time
- pitfall** (n) a problem or difficulty that is likely to happen in a particular job, course of action or activity
- plagiarism** (n) when someone uses another person's words, ideas or work and pretends that they are their own
- post** (v) if you are posted somewhere, your employer sends you to work there, usually for several years
- predetermine** (v) decide or arrange before something happens so that it does not happen by chance
- preserve** (n) an activity that is only suitable or allowed for a particular group of people
- pressing** (adj) needing to be discussed or dealt with very soon
- preventive medicine** (n) medical treatment, advice, and health education that is designed to prevent disease happening rather than cure it
- prompt** (v) to make someone decide to do something
- readiness** (n) when you are prepared for something or when something is ready to be used
- recovery** (n) the process of returning to a normal condition after a period of trouble or difficulty
- reliable** (adj) someone or something that is reliable can be trusted or depended on
- reliance** (n) when someone or something is dependent on someone or something else
- run out** (phr v) to use all of something and not have any more left

skive (v) to avoid work or school by staying away or leaving without permission

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

spur on (phr v) to encourage someone and make them want to do something

stereotype (v) a belief or idea of what a particular type of person or thing is like. Stereotypes are often unfair or untrue

tension (n) a nervous worried feeling that makes it impossible for you to relax

time keeping (n) a person's ability to arrive in time for things, especially work

time off (n) time when you are officially allowed not to be at work or studying

treasured (adj) very special, valued or important to you

trend (n) a general tendency in the way a situation is changing or developing

urge (v) to strongly suggest that someone does something

vinyl (n) a type of strong plastic; a record made from this material

weigh up (phr v) to consider something carefully so that you can make a decision about it

whim (n) a sudden feeling that you would like to do or have something, especially when there is no important or good reason

Unit Four

apathy (n) the feeling of not being interested in something, and not willing to make any effort to change or improve things

appertain to (phr v) to belong to or concern something

bandwagon (n) an activity that a lot of people are doing because it is popular

bear market (n) a situation in which the value of company shares is falling

bitter (adj) feeling angry, jealous and upset because you think you have been treated unfairly

blacklist (n) a list of people, countries, products, etc. that are disapproved of, and should, therefore, be avoided or punished

bleak (adj) without anything to make you feel happy or hopeful

bull market (n) a situation in which the value of company shares is increasing

buzz word (n) a word or phrase from one special area of knowledge that people suddenly think is very important

call off (phr v) to officially decide that something should be stopped after it has already started

cash flow (n) the movement of money coming into a business as income and going out as wages, materials, etc.

cash point (n) a machine inside or outside a bank, or other public building, from which you can obtain money with a special plastic card

complacent (adj) pleased with a situation, especially something you have achieved, so that you stop trying to improve or change things

confine oneself to (phr v) to stay within the limits of a particular activity or subject

conform (v) to behave in the way that most other people in your group or society behave

consideration (n) a payment for something, especially a service

cyclical (adj) happening in circles

detract (v) to make something seem less good

- disaffection** (n) a feeling of not being satisfied with your government, leader, etc., and therefore no longer loyal to them or no longer believing they can help you
- disillusion** (v) to make someone realise that something that they thought was true or good is not really true or good
- dispute** (n) a serious argument or disagreement
- disrupt** (v) to prevent something from happening in its usual way by causing problems
- electioneering** (n) speeches and other activities that are intended to persuade people to vote for a particular person or political party
- eradicate** (v) to completely get rid of something such as a disease or a social problem
- front runner** (n) a person or thing that is most likely to succeed in a competition
- go along with** (phr v) to agree with or support someone or something
- going concern** (n) a business that is financially successful
- gripping** (adj) a gripping story, film, etc., is very exciting
- guiding principle** (n) something that helps you decide what to do in a difficult situation
- guise** (n) the way someone or something appears to be, which hides the truth or is only temporary
- hold up as** (phr v) to use someone or something as a good example or as proof of something
- impede** (v) to make it difficult for someone or something to move forward or make progress
- inexorable** (adj) an inexorable process cannot be stopped
- manifesto** (n) a written statement by a political party saying what they believe in and what they intend to do
- misanthrope** (n) someone who does not like other people and prefers to be alone
- mundane** (adj) ordinary and not interesting or exciting
- outgoings** (n pl) the money that you have to spend regularly, for example on rent or food
- outlive** (v) to continue to exist after something else has ended or disappeared; to become no longer useful
- outsource** (v) to arrange for a person, company, country, etc., outside the company to do work or provide a service
- partisan** (adj) someone who strongly supports a political party, plan, or leader
- penal colony** (n) a special area of land where prisoners are kept
- persuasion** (n) a particular type of belief, especially a political or religious one
- pickpocket** (n) someone who steals things from people's pockets, especially in a crowd
- pick up** (phr v) to learn something by listening to or watching other people
- platform** (n) the main ideas and aims of a political party, especially the ones they state just before an election
- precautionary** (adj) done in order to prevent something dangerous or unpleasant from happening
- precedence** (n) when someone or something is considered to be more important than someone or something else, and therefore comes first or must be dealt with first
- premium** (n) if something is at a premium, people need it or want it, but there is little of it available or it is difficult to get
- put across** (phr v) to explain your ideas, beliefs, etc. in a way that people can understand
- put off** (phr v) to make someone wait because you do not want to meet them, pay them, etc.
- quota** (n) an official limit on the number or amount of something that is allowed in a particular period

redundant (adj) if you are redundant, your employer no longer has a job for you

revert to (phr v) to change back to a situation that existed in the past

scam (n) a clever but dishonest way to get money

scaremongering (n) the practice of deliberately making people worried or nervous, especially in order to get a political or other advantage

scope (n) the opportunity to do or develop something

seemingly (adv) appearing to have a particular quality, when this may or may not be true

self-esteem (n) the feeling of being satisfied with your own abilities, and that you deserve to be liked and respected

self-image (n) the idea that you have of yourself, especially of your abilities, character and appearance

shopping mall (n) a group of shops together in one large building

statutory (adj) fixed or controlled by law

supersede (v) if a new idea, product or method supersedes another one, it becomes used instead of it because it is more modern or effective

tariff (n) a tax on goods coming into a country or going out of a country

tax return (n) the form on which you have to give information so that your tax can be calculated

tongue-tied (adj) unable to talk in a relaxed way because you feel nervous or embarrassed

turn off (phr v) to make someone decide that they do not like something

turnout (n) the number of people who vote in an election

turn up (phr v) to arrive at a place, especially in a way that is unexpected

uncool (adj) not fashionable or acceptable – used especially by young people

unrest (n) a political situation in which people protest or behave violently

upskilling (n) improving the skills of workers, usually through training, so that they will be better at their jobs

vested interests (n pl) the groups of people who will gain from a plan, project, proposal, etc.

wrest (v) to take power or influence away from someone, especially when this is difficult

Unit Five

abseil (v) to go down a cliff or a rock by sliding down a rope and pushing against the rock with your feet

advent (n) the time when something first begins to be widely used

alleviate (v) to make something less painful or less difficult to deal with

appliance (n) a piece of equipment, especially electrical equipment, such as a cooker, a washing machine, used in people's homes

awash (adj) containing too many things or people of a particular kind; covered with water or another liquid

awe (n) feeling of great respect or liking for someone or something

barring (prep) unless something happens

blank cheque (n) a cheque that has been signed, but has not had the amount of money written on it; permission to do whatever you think is necessary in a particular situation

- bottom line** (n) the profit or amount of money that a business makes or loses; the most important part of a situation
- cap** (n) the upper limit that is put on the amount of money that someone can earn, spend or borrow
- consumerism** (n) the belief that it is good to buy and use a lot of goods and services – often used to show disapproval
- counselling** (n) advice and support given by a counsellor to someone with problems, usually after talking to them
- denomination** (n) the value shown on a coin, paper money or a stamp
- disposable** (adj) intended to be used once and then thrown away
- disposable income** (n) the amount of money you have left to spend after you have paid your taxes, bills, etc.
- disrespectful** (adj) showing a lack of respect for someone or something
- drawback** (n) a disadvantage of a situation, plan, product, etc.
- dystopia** (n) an imaginary place where life is extremely difficult and a lot of unfair or immoral things happen
- enterprise** (n) a company, organisation or business; the ability to think of new ideas or activities and make them work
- enthroned** (v) if a king or queen is enthroned, there is a ceremony to show that they are starting to rule
- ethos** (n) the set of ideas and moral attitudes that are typical of a particular group
- fad** (n) something that people like or do for a short time, or that is fashionable for a short time
- fall over oneself** (phr v) to be very eager to do something, especially something you do not usually do
- flock** (v) to go to a place in large numbers because something interesting or exciting is happening there
- foresee** (v) to think or know that something is going to happen in the future
- foundation** (n) an organisation that gives or collects money to be used for special purposes, especially for charity or for medical research
- imperative** (n) something that must be done urgently
- incentive** (n) something that encourages you to work harder, start a new activity, etc.
- inherent** (adj) a quality that is inherent in something is a natural part of it and cannot be separated from it
- insider** (n) someone who has special knowledge of a particular organisation because they are a part of it
- invulnerable** (adj) someone or something that is invulnerable cannot be harmed or damaged if you attack or criticise them
- lobby** (v) to try to persuade the government or someone with political power that a law or situation should be changed
- long-standing** (adj) having continued or existed for a long time
- mentor** (n) an experienced person who advises and helps a less experienced person
- middle management** (n) managers who are in charge of small groups of people but do not take important decisions that affect the whole organisation
- momentous** (adj) a momentous event, change or decision is very important because it will have a great influence on the future
- mutate** (v) if an animal or plant mutates, it becomes different from others of the same kind, because of a change in its genetic structure

nutshell (n) you use the phrase ‘in a nutshell’ when you are stating the main facts about something in a very short clear way

opt out (phr v) to avoid doing a duty

outlet (n) a shop, company or organisation through which products are sold

overboard (adv) you go overboard to say or do something when it is too extreme for a particular situation

overdraft (n) the amount of money that you owe to a bank when you have spent more money than you had in your account

overriding (adj) more important than anything else

package (n) a set of ideas or services that are suggested or offered all together as a group; a set of related programs sold together for use on a computer

paintballing (n) a game in which you shoot small containers of paint at people

paper clip (n) a small piece of curved wire used for holding sheets of paper together

perpetuate (v) to make a situation, attitude, etc, especially a bad one, continue to exist for a long time

perpetuity (n) if something is in perpetuity it is for all time, forever

pin down (phr v) to make someone give clear details or make a definite decision about something; to understand something clearly or be able to describe it exactly

profit margin (n) the difference between the cost of producing something and the price at which you sell it

pursuit (n) when someone tries to get, achieve or find something in a determined way; when someone chases or follows someone else

rally (n) to become stronger again after a period of weakness or defeat

rave (v) to talk about something you enjoy or admire in an excited way

refund (n) an amount of money that is given back to you if you are not satisfied with the goods or services that you have paid for

sharp end (n) if you are at the sharp end of a situation, you experience the worst effects of it

shift (v) to move from one place or position to another; to move something

signatory (n) one of the people, organisations or countries that signs an official agreement

stealth (n) when you do something very quietly, slowly, or secretly, so that no one notices you

subsistence farming (n) farming that produces just enough food for the farmer to live on, but does not produce enough food to sell to other people

tentacles (n pl) the influence or effect that something has on other people or things – used to show disapproval

threshold (n) the level at which something starts to happen or have an effect

unprincipled (adj) not caring whether what you do is morally right

warranty (n) a written agreement in which a company selling something promises to repair it if it breaks within a particular period of time

welfare (n) someone’s welfare is their health and happiness

well-meaning (adj) intending to be helpful but not succeeding

wield (v) to have a lot of power or influence, and to use it

Tapescripts

Unit One

Language skills

Listening: Identifying attitude and emotion

Narrator: Listen to the following short extracts and match them with the attitudes and emotions below, as in the example.

Narrator: Number 1

Woman: I've submitted three paintings for exhibition but still no luck.

Narrator: Number 2

Man: Thankfully, I left the building before the cameras got there.

Narrator: Number 3

Young man: If all goes well, it'll improve my chances of getting into drama school.

Narrator: Number 4

Woman: I hope I do well but I've got a really funny feeling about tomorrow's audition.

Narrator: Number 5

Man: Are we suddenly to believe that a few blobs of paint on a canvas is art?

Narrator: Number 6

Young woman: I'm a big hit now but I can't see it lasting forever.

Practice Test One

Section 1

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

Narrator: Example

Listen to the man speaking. What does he think of Shakespeare?

Man: It's not so much the characters or the stories, strong though they are, that ensure Shakespeare's popularity. Rather it's the universal themes, such as love, honour, honesty, betrayal, through which he speaks to all of us even today.

Narrator: The correct answer is B.

Narrator: Number 1

Listen to the woman speaking. What is her opinion of some directors?

Woman: Why is it that some directors, in an attempt to popularise classical theatre, end up appealing to the lowest common denominator by using cheap laughs and going for big shock effects? I think it's about time they started trusting the intelligence of their audiences rather than patronising them.

Narrator: Number 2

Listen to the man speaking. What did Monet believe the painter should do?

Man: The French artist, Monet, once said he wished he had been a blind man who had suddenly been able to see so that he could have begun to paint what he saw, without knowing what the objects were before him. He believed that the first real look at something was likely to be the truest and most unprejudiced one.

- Narrator:** Number 3
Listen to the interview. Which people are talking?
- Man:** You wrote that there was a change in direction when he returned to the USA. Why do you think that?
- Woman:** Yes, I think he turned towards more straightforward compositions because he felt that this would make his music more meaningful to those audiences being created by the growing popularity of radio and movies.
- Narrator:** Number 4
Listen to the conversation. What does the man think of modern art?
- Woman:** Do you think modern art serves a purpose?
- Man:** It depends. With some modern art, the only response a lot of people have is whether it's art or not. When I go to a gallery and see an exhibit of a pile of bricks, I say to myself: "Hmm, there's a pile of bricks." I don't think of it as art. I'm not asking myself what it's saying to me, what impact it's having on me.
- Narrator:** Number 5
Listen to the man speaking. What is he doing?
- Man:** Some people argue that Afro-Americans share racial, rather than ethnic, identity with Africa. However, very often racial identity is mistaken for, or used synonymously with, ethnic identity, and this emphasis given to racial identity often obscures the lack of ethnic identity.
- Narrator:** Number 6
Listen to the woman speaking. What is her attitude to a strong national identity?
- Woman:** There is little doubt that a strong national culture or identity, and strength in creative endeavours, can be a great source of economic strength and higher material standards of living. On the other hand, members of minority cultures can feel excluded from society if others obstruct, or are intolerant of, their cultural practices.
- Narrator:** Number 7
Listen to the conversation. What does the woman think the man's attitude is?
- Woman:** I think that identity theft has become much more of a problem over recent years.
- Man:** I don't know. There's a lot of very sophisticated technology nowadays which is giving consumers more protection.
- Woman:** Yes, but don't you think the identity thieves themselves are becoming more and more sophisticated in the methods they use?
- Narrator:** Number 8
Listen to the man speaking. What does he say about Andy Warhol?
- Man:** When Andy Warhol said, "In the future everyone will be famous for fifteen minutes," he may not have known how true his prediction would become for our society. We grab hold of the newest celebrity, then promptly discard them when we become bored with them or the next flavour-of-the-month comes along.
- Narrator:** Number 9
Listen to the woman speaking. What effect does the failure of famous people have on us?
- Woman:** When the rich and famous fall from grace they become human to us; they're no better than we are. It's then that we see that all this fame and fortune may not be worth the price. We get a secret pleasure from seeing their misery because it allows us to find satisfaction with our ordinary lives.
- Narrator:** Number 10
Listen to the man speaking. What do we learn about him?
- Man:** A lot of people think of fame as the be all and end all, something that might be the answer to all their problems if they could only attain it. And they don't like it when you tell them, from bitter experience, about the feelings of distrust and isolation it can produce, and how it can lead you to question your sense of identity and self-worth.

Section 2

Narrator: Number 11

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

Man: Culture can be said to refer to / the customs, practices, languages, and values / that delineate social groups, / such as those based on nationality, / ethnicity, religion or common interests. / Cultural identity is crucial / for people's sense of self / and how they relate to others. / A strong cultural identity / can be a major contributory factor to people's overall wellbeing.

Section 3

Narrator: Numbers 12 to 16

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

Woman: Celebrity Worship Syndrome, or Celebrity Obsession Syndrome, is a recently identified psychological condition which describes a person that is obsessed with someone in the public eye, typically a movie or pop star, or a sports celebrity.

Psychologists have established three types of Celebrity Worship Syndrome, depending on their intensity. First there is mild affliction type, which describes a category of people who are drawn to celebrities for entertainment reasons. There's also a social focus since they can talk to fellow fans about them or watch their performances together.

Then there is the intense personal type, which reflects intensive and compulsive feelings about the celebrity. Those in this category consider their favourite celebrity as their soul mate, as having a special bond with them, so that when something bad happens to the celebrity, they claim to feel it too.

Finally, there is the borderline pathological type. This is characterised by obsessive fantasies such as coming to the rescue of, or being rescued by, the celebrity, or strong negative feelings towards a new partner in the celebrity's life.

Some research has found evidence to suggest that there is a higher incidence of stress, anxiety and depression amongst those in the intense personal category, as well as lower intellect. However, much of this research has come in for much criticism for using flawed research methods.

Narrator: Numbers 17 to 21

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

Man: The tradition in the French Academy of Fine Arts, drawn from ancient classical art, was to preserve moral values through idealised images of historic, mythological, and religious themes. Characteristic of paintings were symmetrical composition, fine outlines, and smooth finishes.

The Impressionists of the late 19th Century broke all these rules. They portrayed overall visual effect rather than detail. They did this by giving colours primacy over outline, using short "broken" brush strokes of mixed and pure colour to achieve a remarkably vibrant effect.

Traditionally, still life, portraits and even landscapes had been painted indoors. However, the Impressionists went mainly outside the studio with their easels to paint what was around them. They wanted to catch people in their everyday lives rather than in posed moments.

Because they painted outdoors, they were able to capture the transient effects of natural light. Many experimented with this by painting the same scenes at different times or in different seasons and weathers.

Changes in light and weather often meant that they had to work fast to capture the scene, further developing their brushstroke style. Crowds of people, for example, were represented by rough lines, while flowers in a field were specks of colour. This is how the artist wanted to convey the world, but unsurprisingly, traditionalists criticised their work as unfinished or hurried.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.

Unit Two

Language skills

Listening: Note taking

Narrator: Look at the notes below and try to complete them using the words and phrases in the box that would fit grammatically and logically, as in the example. Then listen to the lecture and check your answers.

Man: Sensory learners prefer information which is practical and factual. They must be careful, however, not to focus too much on isolated facts but to use facts to support theory.
Intuitive learners prefer conceptual and theoretical information. But relying too much on intuition risks missing important detail. They should slow down and find the detail which will help them defend or criticise theory.

Visual learners prefer graphic representations of information in the form of diagrams, charts and pictures. But in focusing less on words, they are putting themselves at a distinct disadvantage because verbal and written form is still the preferred choice for delivery of information. They should practise note taking and giving verbal explanations to others.

Verbal or word-oriented learners would rather hear or read information. But they're missing out on information presented in diagrammatic or chart form, which is able to be understood quickly and significantly reduces time spent learning and absorbing information. They should try to learn more through audiovisual presentations and practise making notes using symbols and charts.

Practice Test Two

Section 1

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

Narrator: Example

Listen to the man. What does he say about imagination?

Man: Memory and perception are the two cognitive abilities with the longest research history and a great deal has been learned. Imagination has received less attention than it deserves but, even so, a good deal is known and more is currently being learned.

Narrator: The correct answer is B.

Narrator: Number 1

Listen to the man. What does he say about the effects of the learning environment?

Man: It is a fact that there are learners who prefer a room brighter or less bright, prefer studying in silence or studying with music playing, prefer studying alongside others to studying alone. That these environmental preferences influence grades has not been established in a large, statistically rigorous study.

Narrator: Number 2

Listen to the discussion. What is the man doing?

Woman: A number of academics regard you as some kind of educational revolutionary.

Man: Yes, I know. Yet, when it comes to teaching, I don't consider radical approaches to be of any great importance. I would argue that a child who wants to learn, say, mathematics or geography will learn it whatever way you teach.

Narrator: Number 3

Listen to the woman. What does she think effective teaching depends on?

Woman: Teaching effectively is more than just working through a syllabus with your class. In fact, there is reason to believe that developing a rapport with the children has more effect. The more they like you, the theory goes, the more prepared they will be to learn.

- Narrator:** Number 4
Listen to the man. What best describes his manner?
- Man:** Most books devoted to learning how to learn are aimed at elementary and secondary schools. While schools do have a vital role to play in this area, it should be recognised that developing this ability cannot be left entirely within the primary and secondary school domain. Learning to learn is a lifetime activity.
- Narrator:** Number 5
Listen to the woman. What is she speaking about?
- Woman:** As for language arising primarily as a means of communicating information, I'm not convinced. I think we have to look at language meeting a need for social bonding – for bringing groups of people closer together. If you analyse language, over 60% is devoted, not to communicating information, but to purely social interaction, much of it gossip.
- Narrator:** Number 6
Listen to the speaker. What is his attitude to saving languages?
- Man:** What should we do about a dying language? Should we even attempt to save it from extinction? However much we intervene, what keeps a language alive is its social function, and the only people who can stop it dying are the speakers of that language.
- Narrator:** Number 7
Listen to the conversation. What is the woman implying?
- Man:** You were born and brought up in Germany, weren't you?
- Woman:** Yes, but I moved to Canada 27 years ago.
- Man:** But you still see German as your first language.
- Woman:** Well, actually, I also see English as my first language, more so in fact, than German. When I speak German, I feel ill at ease, while when I speak English, I really come alive.
- Man:** Why is that, do you think?
- Woman:** Perhaps because I have fewer opportunities to speak my native tongue, but could it be because I now see myself more as Canadian than German?
- Narrator:** Number 8
Listen to the man. What is his reaction to some philosophical concepts?
- Man:** If philosophers struggle with what the mind is, what it means to exist, imagine what it's like for the layman. For example, René Descartes declared "I think, therefore I am". Then along comes a critic who says, "You can't do that. You're presupposing 'I'". It's then that I reach straight for the pills.
- Narrator:** Number 9
Listen to the woman. What is she suggesting?
- Woman:** The majority of people would tell you that as they get older, their memory seems to be less efficient than it was. This is usually thought to be a sign of failing mental capacity, but couldn't it just be that, unlike young children with the whole world in front of them, older people have much less information they need to store and more need to put their brains to other uses?
- Narrator:** Number 10
Listen to the speaker. What is he being?
- Man:** Although it's now a respectable field of study, anyone who wants to know the human psyche will learn next to nothing from experimental psychology. He'd be better advised to abandon exact science, put away his scholar's gown, bid farewell to his study, and 'wander with human heart' through the world. There he'd reap richer stores of knowledge than textbooks a foot thick could give him.

Section 2

- Narrator:** Number 11
You will hear a recording about the mind. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

Woman: Some argue that / it is only the higher intellectual functions such as reason and memory / that constitute the mind, / the emotions being altogether / more primitive in nature. / As a result, they should be categorised differently. / Others, however, contend that / such a separation is at best suspect, / at worst perfunctory / since both emotions and rational thought / emanate from the same thing.

Section 3

Narrator: Numbers 12 to 16

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

Man: Ludovic Zamenhof's experience of growing up in an area of racial conflict between different ethnic groups convinced him of the need for a common language that would facilitate understanding between peoples.

But Zamenhof soon realised that all existing languages were associated with a particular country, race or culture, therefore lacking the neutrality necessary for any international language to be accepted. Also, they had too many rules and irregularities. So, he chose to devise his own language, Esperanto.

Esperanto was designed to be simpler and more regular than previous attempts at devising a language, making it considerably easier to learn. Also, unlike national languages, Esperanto allowed communication without the usual cultural advantage favouring a native speaker.

Esperanto was intended to supplement rather than replace other languages. It would be used as a neutral language by people who couldn't speak each other's language. It would also protect minority languages, which would be better able to survive than in a world dominated by a few powerful languages.

Some criticise Esperanto for being too European in its vocabulary. But this was the most practical option. Also, the spread of European and American science, commerce, technology, entertainment, and so on, has meant that its technical terms have been adopted by many other languages. So the European basis for Esperanto's vocabulary is more international than first appears.

Esperanto's rules make it exceptionally easy. It is phonetic, with every word pronounced exactly as it is spelled. It has only sixteen basic rules with no exceptions, no irregular verbs and only six verb endings. All plurals are formed the same way, and any word can be changed to its opposite meaning by adding a prefix. Word order is relatively free, allowing speakers from different languages to use the structures they are most familiar with and still speak perfectly intelligibly and grammatically correctly.

Narrator: Numbers 17 to 21

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

Woman: One of the things that happens when you dream, is that the frontal cortex of the brain, that's the part of the brain which is responsible for logical, sequential, coherent narratives and explanations, partially shuts down, while the emotional part of the brain becomes activated. The visual part of the brain also becomes activated, as do the parts of the brain that are involved in movement and motion, which is why a lot of dreams seem to be very emotional, vivid and frenetic. Who hasn't had vivid dreams in which they were running or flying, for example?

Consciousness experts believe that these parts of the brain are becoming activated while you're sleeping in order to reset themselves, But as the frontal cortex is much less active during sleep, there isn't very good narration going on. It's busy trying to make sense of all this emotional, visual and movement activity which is going on but it just can't cope. And that's why dreams have this fantastic, often fairy-tale quality. Nothing quite fits together; things are illogical; time gets collapsed; people transform into other people and locations change from one to another. The frontal cortex is doing the best that it can to keep up, but it's too sluggish and is being overwhelmed because there's too much data coming in.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.

Unit Three

Language skills

Listening 1: Recognising functional language

Narrator: Listen to the following short extracts and match them with the functions below, as in the example.

Narrator: Number 1

Woman: Yes, I think you do have a point about cultural diversity.

Narrator: Number 2

Woman: Or is it that the Internet is making us less sociable?

Narrator: Number 3

Man: Take your average 21st century family.

Narrator: Number 4

Woman: Surely, you don't think that other cultures are not important?

Narrator: Number 5

Man: Had they involved the community like I told them to, the project would have succeeded

Narrator: Number 6

Man: Hadn't you better talk to someone who has worked in the country?

Listening 2: Rephrasing

Narrator: Listen to the passage and complete the notes. The first one has been done as an example.

Man: The Internet, and ever more rapid access to it, has brought people enormous benefits right across the world. However, it has also brought to the fore a number of issues, not least of which is illegal file-sharing, in particular, the use of music file-sharing programmes which allows people to download tracks without having to pay for them.

Downloading music for free may seem like a good idea for a lot of people, but the entertainment industry argues that it is in fact stealing. However, the biggest victims, they argue, will be music lovers. If record companies are losing revenue that they would expect to get from sales, how are they going to find the money to produce records? Where are they going to get the funds to be able to search for and promote new talent?

The entertainment industry is pressing the government to provide legislation to reduce unlawful downloading. What they're looking for first and foremost, is a way to take legal action against perpetrators which is cheap and easy. They also want Internet service providers to be required to take measures to block unlawful downloads. This could be done through the use of technological solutions such as filters.

Some politicians, however, are less than willing to intervene, arguing that unlawful downloading is still a recent phenomenon and that evidence on its economic impact is as yet inconclusive.

Practice Test Three

Section 1

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

Narrator: Example

Listen to the man speaking. Who is he addressing?

Man: In the session before lunch, Doctor Springfield from Browns University will look at how transport has made the world smaller. As a follow-up after lunch, Professor Mason from New York will look at the contribution of communications technology. We are also pleased that Alan Edwards from the Stratford Institute, has agreed to be our guest speaker after dinner.

Narrator: The correct answer is A.

- Narrator:** Number 1
Listen to the conversation. What are the speakers agreeing about?
- Man:** It's typical of this country that working from home is treated as somehow suspicious by management.
- Woman:** Not just management.
- Man:** Yes, you're right. It's part of an ingrained culture throughout the workplace which regards anyone who works from home as somehow lazy or skiving.
- Woman:** Irrespective of however productive they are.
- Man:** Exactly.
- Woman:** It's a shame that in an age of great technological advances we're held back by such entrenched attitudes.
- Narrator:** Number 2
Listen to the man speaking. What is he saying about the next lecture?
- Man:** OK then, next time we'll be talking about the latest research into the human genome and the various ethical issues that arise from it. Now I should remind you all that this is a key area for what you'll be doing next semester.
- Narrator:** Number 3
Listen to the conversation. What does the woman think?
- Man:** It's amazing how satellite and cable TV have transformed home entertainment.
- Woman:** In what way?
- Man:** Well we have hundreds of channels available at the touch of a button, and we can choose not only what we watch but when we want to watch it.
- Woman:** Certainly watching TV on demand has brought benefits but I'm not sure that the vast number of channels has added any range to our viewing.
- Narrator:** Number 4
Listen to the man speaking. What does he think?
- Man:** There's no doubt that social networking on the Internet has helped people to keep in touch, irrespective of distance. It has also allowed people to broaden their circle of friends, although how firmly based such friendships are remains to be seen.
- Narrator:** Number 5
Listen to the woman speaking. How did she feel?
- Woman:** Teaching in that country was very different to what it's like here. There, there's this hidden rule amongst pupils that giving a wrong answer is unacceptable, so when they're asked a question, if they don't know the answer, they just sit there and say absolutely nothing. What they don't do is guess. Now I very much encourage intelligent guessing, so my hands were rather tied.
- Narrator:** Number 6
Listen to the conversation. What were the speaker's motives?
- Man:** Why did you decide to take a year off and work abroad?
- Woman:** I guess because when you go straight from school to university, you end up at the age of 22 or 23 as having been nothing but a student. At least going away for a while gave me a whole new perspective, which was very evident when later on I mixed with students who hadn't done what I'd done.
- Narrator:** Number 7
Listen to the man speaking. What did the experience do for him?
- Man:** Working overseas, you're working in a different culture with people from very different backgrounds – and, of course, having to overcome language barriers. All of this does wonders for your communication skills. Then there was having to cope with different working and living conditions, which made me much more adaptable.
- Narrator:** Number 8
Listen to the man speaking. What is he doing?
- Man:** Just as biodiversity is looked upon as vital for the survival of life on earth, so cultural diversity

can be seen as essential for the survival of humankind. In other words, the conservation of indigenous cultures is important to humanity in the same way that the conservation of species and ecosystems is essential to life in general.

Narrator: Number 9

Listen to the woman speaking. What is her attitude to the disappearance of indigenous populations?

Woman: For indigenous peoples it is increasingly difficult to survive and preserve their uniqueness in a global economy where the possession of territory and the exploitation of natural resources often take precedence over basic rights: with these peoples it's language and traditional knowledge that disappear, and in particular a sustainable lifestyle, respectful of and responsive to the environment.

Narrator: Number 10

Listen to the woman speaking. What is her opinion?

Woman: I think cultural diversity is a positive thing because our country in general needs to be more aware of the other cultures in the world. Generally speaking, we are the most close-minded nation in the world when it comes to other cultures, and that can't be a good thing.

Section 2

Narrator: Number 11

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

Woman: Choosing the profession you want to embark on / after spending a year abroad / would seem the logical approach / if you have yet to decide / which career you want to follow. / The time of reflection / might well give you insights / into your preferred career path. / But if it doesn't, / writing numerous application letters / for jobs you are not convinced you want to do / can be a fairly dispiriting ordeal.

Section 3

Narrator: Numbers 12 to 16

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

Woman: Why is cultural diversity so desirable in the workplace?

Man: Well it utilises a country's skills to the maximum and makes a significant contribution to its overall growth and prosperity. But it just isn't happening, which is disappointing given the fact that we are in the midst of a long period of economic growth in this country. In fact, the gap between the "haves" and the "have nots" is getting wider.

Woman: Well if it's so desirable, why hasn't it happened?

Man: One of the main reasons has been that we have failed to develop a diverse workforce from the top down, with the result that ethnic minorities have been unfairly relegated to lower-paid positions.

Woman: So it's very difficult for them to fulfil their true potential.

Man: Exactly. However, there are those corporations who have recognised the real value of diversity in the workplace. For example, it makes it a lot easier to retain good employees, it lowers costs by developing skills in-house, and it develops a reputation that helps attract new employees. This is especially important with the economy doing so well, and the demand for skilled labour at record levels.

Woman: What would you advise people from ethnic minorities to do?

Man: For those trying to advance their careers, working for a company that values workplace diversity is extremely important. It gives them a clear indication as to whether their employer will value their contribution, which has significant implications as far as promotion, training and salary are concerned.

Narrator: Numbers 17 to 21

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

Woman: The twentieth century saw huge changes in the way people travelled. In the early 1900s, where you worked, where you shopped and your social life all took place very close to home. Journeys away from your area were unusual, and journeys out of town were a rare novelty. With the dramatic increase in car ownership, however, the cost of travel became much cheaper, giving people much more flexibility in deciding where they worked and lived.

Since the establishment of the personal motor car as the norm, the greatest growth area in motorised travel has been non-commuting trips, by which we mean shopping, social and recreational travel, and family or personal business. Figures for the last third of the twentieth century show an increase in this sort of travel from 60% to 65% of the total.

This trend can largely be put down to a natural response to a fall in the general costs of motoring, by which we mean costs of time, comfort and safety as well as the monetary costs. If the journey is fast and fuel is cheap, people will travel further to go shopping or have a day or evening out. If you add in factors such as improved comfort and safety standards in modern cars, then people will go on longer trips, such as touring holidays.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.

Unit Four

Language skills

Listening and speaking: Expressing disagreement

Narrator: Listen to each statement, then express your disagreement with it, adding a reason or counter-argument, as in the example.

Narrator: Example

Woman: I think rich people deserve all the money they have.

Narrator: Number 1

Woman: It's up to the government to create jobs in an economic crisis.

Narrator: Number 2

Man: Class divisions are a thing of the past in modern societies.

Narrator: Number 3

Woman: Young people today have no idea how to manage their money.

Narrator: Number 4

Man: If people get into debt, it's their own fault.

Narrator: Number 5

Man: Politicians are public servants who should be respected.

Narrator: Number 6

Woman: Unemployed people should accept any job they're offered.

Narrator: Number 7

Man: It's natural for society to divide into social classes.

Narrator: Number 8

Woman: Most poor people are just lazy.

Narrator: Number 9

Man: The government shouldn't pay any benefits to the unemployed.

Narrator: Number 10

Woman: Acting honestly and being yourself is always best.

Listening and writing: Responding to a news report

Narrator: Listen to a news report and complete the notes below, as in the example.

Man: The problem of work-related stress has been around for a while now, and it seems that, in the current economic crisis, things are getting worse. A report last year, when the effects of the crisis first began to be felt, revealed a five-fold rise in the number of people who reported feeling depressed. And now a new study indicates that one in ten workers have visited the doctor complaining of stress, and one in five say they are suffering from depression due to work pressures. More generally, of the 2,000 people surveyed, half said that morale in their workplace was low.

The authors of the new report say that employers often fail to recognise the problem and are not doing enough to address the issue. They say that employers should provide more support for their staff to help them cope with the stress and achieve a better work-life balance. Offering more flexible working patterns was one suggestion that would go some way towards this.

Long hours, the report says, are a major cause of stress, but this is a symptom of an underlying problem – insecurity. Workers are often afraid of losing their jobs, so will often get to work earlier, stay later or go to work when they're ill. Another strain imposed by the recession is that with more workers being laid off, those left behind have seen an increase in their workloads.

For anyone in this situation, the advice given is to take any breaks and holidays you're entitled to, maintain a sense of perspective about what it is realistically possible to achieve and to be more assertive in refusing extra work that is unfairly imposed on you.

Practice Test Four

Section 1

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

Narrator: Example

Listen to the conversation. How does the woman sound?

Man: You mean to say they let you go, just like that? After all those years?

Woman: That's right. Still, what can you do? I suppose you've just got to make the best of things and hope something turns up.

Narrator: The correct answer is C.

Narrator: Number 1

Listen to the woman speaking. What has Peter done?

Woman: I have to say I think Peter's really overstepped the mark this time. I mean, it's just not his job to go around disciplining colleagues.

Narrator: Number 2

Listen to the man speaking. Which is the best summary of his advice?

Man: When they're thinking about a future career, a lot of people confine themselves to what they think they're qualified to do. I'd recommend making a list of jobs you think you'd really enjoy. If you've got a burning desire to be a music producer or run an art gallery, put it down. Then you can find out what you need to do to get there.

Narrator: Number 3

Listen to the TV reporter speaking. When was the statement made?

Woman: Looking at the current state of the polls, it seems as if we're heading into hung parliament territory. But, as I said, it's still all to play for.

Narrator: Number 4

Listen to the woman speaking. How does she sound?

Woman: It's a bit much. After all that, I didn't even get an interview. I'm sorry but I just don't get it.

- Narrator:** Number 5
Listen to the conversation. What is the man doing?
- Woman:** I don't know if I can handle this.
- Man:** Oh look, you just need to put on a confident face, put on a bit of a show, you know? Then people will go along with it. You'll be fine.
- Narrator:** Number 6
Listen to the man speaking. What is he doing?
- Man:** It had got to the stage where I was thinking at the end of the day, "What have I actually produced that's of any use to anyone?" What was the point, you know? And I was constantly tired. Now, I'm still tired because I've been using my brain and maybe doing some heavy lifting, but I can actually look at what I've done and say, "Hey, it was me that did that."
- Narrator:** Number 7
Listen to the conversation. How does the man feel about politics?
- Woman:** Have you voted yet?
- Man:** Yeah, for all the good it does. I'm starting to feel like that old joke says. You know the one I mean? No matter who you vote for, it's always the government that gets in.
- Narrator:** Number 8
Listen to the man speaking. What point is he making?
- Man:** Everyone is up in arms about this politicians' expenses scandal but I must say I think they get a bad press. I'm sure worse abuses happen in private companies all the time and nobody makes a fuss.
- Narrator:** Number 9
Listen to the man speaking. What does he think about David?
- Man:** I think you'll find that David's appearance belies his real leadership qualities. Don't be taken in by that hesitant exterior.
- Narrator:** Number 10
Listen to the woman speaking. Which is the best summary of what she says?
- Woman:** It's not as if I'm not trying. The jobs just aren't there. And if I do go for a job that doesn't pay much, they just take one look and say: "Sorry, you've got a degree. We don't think you're really committed to the job." So much for all those years of studying.

Section 2

- Narrator:** Number 11
You will hear a recording about unemployment and social identity. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.
- Man:** With growing levels of unemployment / and an increase in the type of occupations / that primarily involve operating computers , / it appears that personal and social identity / is now most often sought / not in the workplace / but in the supermarket and shopping mall. / Consumption has superseded work as the principal way / in which people's identities are defined.

Section 3

- Narrator:** Numbers 12 to 16
You will hear an interview. First read the notes below then listen and complete the notes with information from the interview. You will hear the recording twice.
- Woman:** Australia has always considered itself a classless society, hasn't it?
- Man:** Yeah, well it's intrinsic to our national self-image I guess. And I think there are historical roots to it. As you know, the origins of Australia as a nation were during the time when its basic function was as a British penal colony. The society that resulted from that was one in which, below the governor and the guards, everyone was at the same level – quite literally in the same boat. What

united them was a love-hate relationship with the old country, which exists to this day of course, a suspicion of authority and the hardships imposed by their isolation in a hostile environment. So that was where the rule of sticking by your mates at all costs came from – it was what you did to survive.

Woman: Does this idea of “mateship” still hold true?

Man: Oh yeah, at least on a superficial level. Everywhere you go in Australia, you’ll hear men using the word all the time to other men – not so much to women. But it’s not just a way of talking. For many people it’s become an ideology that defines something uniquely Australian. The ex-prime minister, John Howard, was always going on about mateship. He even wrote it into his draft constitution. But look, I think this idea of being classless is a myth. For thirty years or more there’s been growing inequality – the gap between rich and poor keeps widening. Anyone who walks round with their eyes open can see there’s a large underclass that people don’t usually like to think about.

Narrator: Numbers 17 to 21

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

Woman: When we ask people, as we often do, the question “What do you do?”, we’re not normally anticipating a mundane answer like “I get up at seven o’clock, have breakfast.” and so on. What we really want to know, of course, is their occupation. Similarly, when we describe someone by saying things like “She’s a doctor.” or “He’s a factory worker.”, the underlying assumption is that the person is defined by their job. Work, it seems, takes precedence over all other activities or roles.

What are the implications of such attitudes in times of rising unemployment? Firstly, it gives us an insight into the impact of unemployment on the individual. A common problem for the unemployed is lack of self-esteem. If your job is what defines who you are and you don’t have one, this is hardly surprising. The response by political parties and social policymakers of nearly all persuasions is to put great emphasis on job creation. Work is seen as the solution to all manner of social problems, and when decisions are made, it tends to override ethical and environmental considerations. Never mind the damage as long as it creates jobs, seems to be the guiding principle.

What is hardly ever taken into consideration, though, is the quality of the jobs on offer. In the current climate, they are most likely to be low-skill, low-wage and above all insecure. Workers are told they must “price themselves into jobs” and “be flexible”, which in practical terms means they should work for less and take whatever is offered. When economists are telling us a return to anything like full employment is impossible, it is surely wrong to continue to regard work as the basis of personal and social value.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.

Unit Five

Language skills

Speaking and listening: Discussion and listening for detail

Narrator: Listen to a radio interview. How many of the points mentioned agree with those in your list? Are any points mentioned but not in your list, or in your list but not mentioned?

Man: Angela, your organisation has just announced the results of its annual “Best Companies to Work For” survey. From what you’ve seen, what would you say are the main ingredients of a happy workplace?

Woman: Well, what we were looking for, in a nutshell, was the kind of place that people enjoyed working for, where they actually looked forward to going to work. So enjoyment is a big aspect.

Man: For example?

Woman: Sometimes it might be a case of introducing treats into the working day, like in one case a firm who’d installed a chocolate fountain for the workers. But more seriously, and more generally, a pleasant working environment ranks highly in people’s priorities – plenty of natural light,

enough space, that kind of thing. Another thing is a commitment to staff welfare, the provision of facilities like gyms and crèches.

Man: And what about the work itself?

Woman: We found that the company's overall ethos has a lot to do with creating job satisfaction. People like to feel that they're doing something valuable, not something that is, for example, damaging the planet in the interests of pure profit. So ethical principles are important.

Man: Anything else?

Woman: Workers also want to feel their opinions are valued, that it isn't a "them and us" situation, and a culture of co-operation can help foster this. For instance, one firm was praised for its staff suggestion scheme, which allowed anyone to post suggestions by email, which, crucially, would be followed up and implemented, if at all practical. As for the work itself, it was seen as important that it should be challenging, that it allowed employees to make full use of their skills, but without feeling that they're overloaded with work and frantically trying to meet impossible deadlines.

Man: It's odd that you haven't mentioned pay so far.

Woman: Well, it's not so much the money itself but more a matter of recognition. If someone does a good job, they like to feel they've been rewarded properly for it. This could take the form of incentive schemes providing financial rewards, but sometimes praise is seen as recognition enough, just knowing that their work hasn't gone unnoticed. But there is one overriding thing that I haven't mentioned yet, that came up again and again.

Man: And that is?

Woman: In a word, trust. Or maybe two words: trust and freedom, which are related. The one thing workers seem to hate most is the feeling that someone is looking over their shoulder all the time. They want to feel that when they're given a job, as long as support is available when needed, they are trusted to get on and do it and given the freedom to do it in their own way.

Practice Test Five

Section 1

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

Narrator: Example:

Listen to the man speaking. Who is he?

Man: Sorry but I can't cash this. It's a dual signatory account, you see, so it needs both signatures. For the future, you could set it up so that either of you can sign. Would you like me to do that?

Narrator: The correct answer is C.

Narrator: Number 1

Listen to the woman speaking. What is her job?

Woman: I've been doing some research recently for a feature on top business people and the thing that struck me again and again was how little the very wealthy understand about the financial problems most people have to live with every day.

Narrator: Number 2

Listen to the conversation. Which is the best description of the man's attitude?

Man: What's the article about?

Woman: C.S.R. You know, corporate social responsibility. It's quite interesting.

Man: And I guess it's about how well-meaning these big companies are, right? Like their real purpose isn't just to make more and more money.

Woman: Well, a lot of them do put a lot of money into charitable foundations.

Man: Yeah, well, charity is good for public relations, isn't it?

Narrator: Number 3

Listen to the conversation. Who are the speakers?

- Woman:** I'd like to press you on the question of international aid if I may. Are you proposing a cap on spending in this area?
- Man:** We've made it clear that there are no plans at this stage for restrictions, but in the current economic climate it would be irresponsible of us to write a blank cheque.
- Narrator:** Number 4
Listen to the man speaking. What does he say about poor countries?
- Man:** Well, to put it bluntly, globalisation is the only game in town. Less developed countries can either choose to participate in the global economy or opt out and be condemned to staying in a state of perpetual poverty.
- Narrator:** Number 5
Listen to the conversation. Which word best describes the man's reaction?
- Man:** Have you seen the news today? Anything about the international climate conference?
- Woman:** Yes. Apparently they've reached agreement on objectives but on the concrete stuff all they've done is agreed to meet again.
- Man:** Hm, right. Whatever good that will do. Don't hold your breath.
- Narrator:** Number 6
Listen to the lecturer. What is she talking about?
- Woman:** So governments always have to be conscious of the impacts of their fiscal policies. Exactly how much revenue, for example, is likely to be lost if payment thresholds are raised? And how does this balance with what is gained in terms of incentives?
- Narrator:** Number 7
Listen to the man giving a talk. Who is he?
- Man:** One more thing – and this is very important – don't treat the consumer as an idiot. People usually know what they want and it's hard to persuade them they want something different. Instead, we should be focusing on how our product can meet their needs. That's the key.
- Narrator:** Number 8
Listen to the conversation. Which is the best description of the woman's answer?
- Man:** Can you tell us whether the two sides are any closer to reaching an agreement?
- Woman:** Well, what I can tell you is that the discussions have been amicable and wide-ranging. This is a complex issue that we are determined to find a resolution to.
- Narrator:** Number 9
Listen to the woman speaking. What is she concerned about?
- Woman:** It's a bit worrying really, but not surprising. The idea of waiting and saving up for things they want is alien to people these days. They just flash the plastic and worry about the consequences later. They treat their overdraft limit as their bottom line. And of course the banks are falling over themselves to offer credit.
- Narrator:** Number 10
Listen to the interview. Which is the best summary of what the woman says?
- Man:** So, who is being blamed for this dispute?
- Woman:** Well, it's pretty difficult to disentangle the claim and counter-claim. President Haisal seems to have made the first move, but he says he was reacting to provocation and, as usual, each country is putting the blame on the other. So I think it's, as they say, six of one and half a dozen of the other.

Section 2

- Narrator:** Number 11
You will hear a recording about public service professionals. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.
- Man:** Many professionals currently working / in the public services / resent the imposition of business practices and commercial imperatives / on areas of responsibility / they have hitherto regarded

as their domain. / Accustomed to making decisions based on their assessment of needs, / they now find themselves answerable / to people they regard as unprincipled bureaucrats / obsessed with balance sheets and profit margins.

Section 3

Narrator: Numbers 12 to 16

You will hear a talk about the global clothes industry. First read the notes below then listen and complete the notes with information from the talk. You will hear the recording twice.

Woman: Whether you realise it or not, every time you buy a new piece of clothing you are connecting with the global market. And people are buying a lot nowadays. Research shows that the average British woman now owns sixteen blouses, compared to the two she had in the 1940s.

The main reason, of course, is that clothes are getting cheaper. Clothing outlets are in a permanent price war. Quite simply, if prices in one shop go up, customers will move on to somewhere cheaper. So, for example, while overall retail prices increased by 50 per cent between 1990 and 2000, the rise in clothes prices was only 16 per cent. And in the most competitive sector of all – women's clothes – it was less than one per cent over the same period. That means that in real terms, in other words allowing for inflation, the average price of women's clothes actually fell by a third.

Have you ever looked at a shirt and wondered how it's possible to make it for that price? Well, the answer is globalisation, and the inexorable downward pressure it exerts on prices. The price war among retailers is passed on to manufacturers, who in turn put pressure on the factories in poor countries who make their clothes. And the person at the sharp end is the worker actually doing the sewing, who ultimately pays the price in terms of longer hours, lower pay, or both. And if workers in one country ask for a pay rise or an improvement in conditions, they'll be told that their jobs will go to another country. It's a process that has been called a "race to the bottom", and it's how globalisation works.

Narrator: Numbers 17 to 21

You will hear a discussion between Alan Dalton, an economist, and Norma King, an environmentalist. First read the notes below then listen and complete the notes with information from the discussion. You will hear the recording twice.

Norma: Now Alan, you've said that globalisation increases choice, right?

Alan: That's right.

Norma: Well, it seems to me that in some cases the opposite is true. I'm thinking of the spread of a uniform global or, let's face it, basically Western culture at the expense of local customs and lifestyles. You can walk down a street in some cities and the shops and restaurants are the same as everywhere else. You could be anywhere.

Alan: I think you're exaggerating a bit Norma. And anyway, that's surely the result of choice. No-one forces these choices on people. Who are we to sit here saying that people in developing countries shouldn't be able to buy things and eat things that we take for granted? It's hypocritical of us, surely.

Norma: But the thing is that the playing field isn't level. All these big international retailers and restaurant chains have got everything weighted in their favour, so they can afford to force out local concerns. The other point I wanted to make here relates to trade in general. In order for these commodities to be available in, for example, Asian countries, and in order for flowers and vegetables from East Africa to be in our shops, they have to be flown here, and we all know how much pollution air freight puts into the atmosphere.

Alan: I say again, without trade, poorer countries have no hope of development and economic growth. Would you rather have them remain as subsistence economies? Anyway, the point about environmental problems is that they are by their nature global problems, and they need global solutions.

Narrator: That is the end of the listening section of the test. Now go on to the other sections of the test.