

NEW EDITION  
for the 2015 exam specifications

Cambridge English  
Advanced

Practice  
Tests

Plus 2 with Key

Nick Kenny  
Jacky Newbrook

TEACHING NOT JUST TESTING

ALWAYS LEARNING

PEARSON



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# Practice Tests

# Cambridge English Advanced

Plus 2 with Key

Nick Kenny  
Jacky Newbrook

TEACHING NOT JUST TESTING

## Pearson Education Limited

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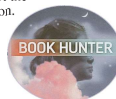
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# Exam Overview

The **Certificate in Advanced English** (Cambridge Advanced) is an examination at Cambridge/ALTE level 4, set at C1 level on the Common European Framework of Reference scale. Cambridge Advanced offers a high-level qualification to people wanting to use their English for professional or study purposes. There are four papers: the Reading and Use of English paper carries 40 percent of the marks, and the other three papers each carry 20 percent of the marks.

Reading and Use of English	1 hour 30 minutes
Writing	1 hour 30 minutes
Listening	40 minutes (approximately)
Speaking	15 minutes

The examination questions are task-based and simulate real-life tasks. Rubrics (instructions) are important and should be read carefully. They set the context and give important information about the tasks. There is a separate answer sheet for recording answers for the Reading and Use of English and Listening papers.

Paper	Formats	Task focus
<b>Reading and Use of English</b> eight parts 56 questions	<b>Part 1:</b> short text with a multiple-choice cloze task  <b>Part 2:</b> short text with an open cloze task  <b>Part 3:</b> short text with a word formation cloze task  <b>Part 4:</b> keyword transformations  <b>Part 5:</b> one long text with six multiple-choice questions  <b>Part 6:</b> four short texts with four multiple-matching questions  <b>Part 7:</b> one long text with a gapped paragraphs task (choosing which paragraphs fit into gaps in a base text)  <b>Part 8:</b> one long text divided into sections, or a series of short texts, with a multiple-matching task	<b>Part 1:</b> use of vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs  <b>Part 2:</b> sentence structure and accurate use of grammar  <b>Part 3:</b> use of the correct form of a given word in context  <b>Part 4:</b> use of grammatical and lexical structures  <b>Part 5:</b> reading for detailed understanding of a text, including opinion, attitude, tone, purpose, main idea  <b>Part 6:</b> comparing and contrasting opinions and attitudes across different texts  <b>Part 7:</b> reading to understand text structure, coherence and cohesion  <b>Part 8:</b> reading to locate relevant ideas and information in a text or texts

<p><b>Writing</b> <b>Part 1:</b> one compulsory task</p> <p><b>Part 2:</b> one task from a choice of three</p>	<p><b>Part 1:</b> input texts provide the context and content for an essay of 220–260 words</p> <p><b>Part 2:</b> instructions give information about context, text type, target reader and purpose of a text of 220–260 words</p>	<p><b>Part 1:</b> producing an essay based on two points given in the input text. Candidates have to evaluate the points and express their own opinions, giving reasons.</p> <p><b>Part 2:</b> writing for a specific reader using appropriate layout and register. Possible genres are: letter, proposal, report and review.</p>
<p><b>Listening</b> four parts 30 questions</p>	<p><b>Part 1:</b> three short unrelated extracts with two multiple-choice questions on each</p> <p><b>Part 2:</b> long text with a sentence-completion task</p> <p><b>Part 3:</b> long text with multiple-choice questions</p> <p><b>Part 4:</b> series of five monologues on a theme with a multiple-matching task</p>	<p><b>Part 1:</b> understanding gist, feeling, attitude, opinion, speaker purpose, etc.</p> <p><b>Part 2:</b> locating and recording specific information</p> <p><b>Part 3:</b> understanding attitude and opinion</p> <p><b>Part 4:</b> understanding gist, attitude, main points, etc.</p>
<p><b>Speaking</b> four parts</p>	<p><b>Part 1:</b> general conversation</p> <p><b>Part 2:</b> individual long turn based on visual prompts</p> <p><b>Part 3:</b> two-way conversation between candidates based on a question and written prompts</p> <p><b>Part 4:</b> discussion on topics related to Part 3</p>	<p><b>Part 1:</b> general interactional and social language</p> <p><b>Part 2:</b> comparing and speculating</p> <p><b>Part 3:</b> giving and eliciting opinions, negotiating, turn-taking, etc.</p> <p><b>Part 4:</b> expressing and justifying opinions and ideas</p>

## Guidance: Parts 1–4

### About the paper

The Reading and Use of English paper lasts for one hour and thirty minutes. It contains eight parts, and has a total of fifty-six questions.

There are texts of varying lengths, with a range of text type and style of writing, for example extracts from newspapers, magazines, websites and novels, as well as other short texts.

#### Part 1

In Part 1, you read a short text and complete a multiple-choice cloze task. Eight words or phrases have been removed from the text. For each gap, you have to choose from four options the word or phrase which fits best.

#### Part 2

In Part 2, you read a short text and complete an open cloze. Eight words have been removed from the text. You have to complete the gaps.

#### Part 3

In Part 3, you read a short text and complete a word formation task. Eight words have been removed from the text. You are given the base form of each missing word and you have to create the correct form of the base word to fit the gap.

#### Part 4

In Part 4, you read six pairs of sentences and complete a key-word transformation task. The pairs of sentences have the same meaning, but are expressed in different ways. Three to six words have been removed from the second sentence, and one of these words, the key word, is given as a prompt. You have to complete the second sentence, using the key word.

### How to do the paper

#### Part 1

- Read the text, ignoring the gaps, to get a general understanding.
- Only one of the options (A–D) fits the gap.
- Check the words before and after the gap, e.g. some words can only be followed by one preposition.
- Some questions focus on linking words and require an understanding of the whole passage.
- If you are not sure which word to choose, eliminate the options you know are wrong.
- When you have finished, read your completed text again and check that it makes sense.

#### Part 2

- Read the text, ignoring the gaps, to get a general understanding.
- Think about the missing words. Each gap only needs one word, usually a grammatical word, e.g. pronoun, linker or preposition, rather than topic vocabulary.
- Carefully read the text around each gap and think about what type of word is missing, e.g. dependent preposition or part of a fixed expression.
- When you have finished, read your completed text again and check that it makes sense.

#### Part 3

- Read the text, ignoring the gaps, to get a general understanding.
- Decide which type of word is needed in each gap, e.g. noun, adjective, adverb. Look at the whole sentence, not just at the line including the gap.
- Look at the word in capitals on the right of the gap. You may need to add a prefix or suffix, or make other changes. More than one change may be required.
- Check to see if nouns should be singular or plural.
- When you have finished, read your completed text again and check that it makes sense.

#### Part 4

- Look at the key word. What type of word is it? What usually follows it, e.g. an infinitive, a preposition, or could it be part of a phrasal verb?
- Think about the other words that need to change in the new word order, e.g. an adjective may become a noun or vice versa.
- Your answer may include words or expressions not used in the first sentence, but these must express exactly the same idea.
- Remember that contracted words count as two words, e.g. won't = will not.



## Guidance: Parts 5–8

### About the paper

#### Part 5

In Part 5, there is one long text to read. You have to answer six four-option, multiple-choice questions, which follow the order of the text.

#### Part 6

In Part 6, there is a set of four short texts on the same topic. There are four prompts which report the opinions and views of the writers of the four texts. You have to match each prompt to the correct text or writer.

#### Part 7

In Part 7, there is one long text from which six paragraphs have been removed. These are placed in jumbled order after the text, along with an extra paragraph that does not fit into any of the gaps. You have to use your knowledge of grammar, vocabulary, referencing and text structure in order to reconstruct the text.

#### Part 8

In Part 8, there is either one long text that has been divided into sections, or a series of short texts on the same topic. There are also ten prompts which report information and ideas from the text(s). You have to match each prompt to the correct text or section of text.

### How to do the paper

#### Part 5

- Read the text quickly to get a general understanding of what it's about and how it's organised.
- Read through the questions or question stems without looking at the options (A–D), and underline keywords in the question stem.
- The questions follow the order of the text. Find the piece of text where a question is answered and read it carefully, underlining keywords and phrases.
- Try to answer the question. Then read the four options (A–D) and choose the one that is closest to your own answer. Look for the same meaning expressed in different ways.
- Check that the other options are all clearly wrong. If you're still unsure, see which of the options can be ruled out, and why.

#### Part 6

- Read the prompts (37–40) first, underlining key words and ideas. There are two main types of question. In most questions you are told which piece of text to read and which idea you are looking for. Do these questions first. In these questions:
  - Read through the section of text mentioned in the question prompt and find the relevant topic or idea. Read this carefully to make sure you understand what the writer thinks about it.
  - The question prompt then asks you to compare the writer's ideas on the topic with those of the other three writers. It may ask you who has the same ideas and opinions, or who expresses different ones.
  - Now read the other three texts quickly to locate references to the topic or idea. Then read these sections carefully to make sure you have found the writer who has the same or different ideas.
- In the other type of question, you are told the topic or idea and asked to find the writer who has a different opinion from the others on that topic. Do this question last. In this question:

- Read all the texts quickly to locate references to the topic or idea mentioned in the question prompt.
- Read these sections of text carefully to see which writer has different ideas on the topic to the other three.

#### Part 7

- Read the base text first, ignoring the gaps, to get a general understanding of what it's about and how it's organised.
- Next, carefully read the text around each gap and think about what type of information might be missing.
- Read paragraphs A–G. Check for topic and language links with the base text. Highlight words that relate to people, places, events and any time references. This will help you follow the development of the argument or narrative.
- Choose the best option to fit each gap. Make sure that all the pronouns and vocabulary references are clear.
- Once you've finished, re-read the completed text to be sure that it makes sense with the answers in the gaps.

#### Part 8

- In Part 8, you don't need to read the whole text or texts first. The text is long and contains information that you don't need to answer the questions.
- Read the prompts (47–56) first, underlining keywords and ideas.
- Read through the text(s) quickly and find information or ideas that are relevant to each question.
- For each question, when you find the relevant piece of text, read it very carefully to make sure it completely matches the meaning of the prompt.
- The ideas in each prompt are likely to occur in more than one section of the text, but only one text exactly matches the idea. You need to read all these sections carefully.

Part 1

Tip Strip

Question 3: These words all have a similar meaning, but which one is used to refer to a precise location?

Question 5: These are all linking phrases, but only one of them tells you that another surprising thing will follow.

Question 8: Only one of these verbs is usually used together with the noun 'opportunity'.

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

In the exam, mark your answers on the separate answer sheet.

Example:

0 A hit B knocked C banged D beat

0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D

The Mysterious Isle

In the early morning of 23 January, 2009, the most powerful storm for a decade (0) ..... western France. With wind speeds in (1) ..... of 120 miles per hour, it flattened forests, (2) ..... down power lines and caused massive destruction to buildings and roads. But it also left behind an extraordinary creation. Seven miles out to sea at the (3) ..... where the Atlantic Ocean meets the estuary of the River Gironde, a small island had (4) ..... out of the water. Locals soon gave it the name The Mysterious Isle. What was so remarkable, (5) ..... its sudden apparition, was the fact that the island (6) ..... intact in what is often quite a hostile sea environment. It could well become a permanent (7) .....

Scientists quickly realised that the island's appearance (8) ..... a unique opportunity to study the creation and development of a new ecosystem. Within months, it had been colonised by seabirds, insects and vegetation.

- 1 A surplus B advance C excess D put
- 2 A fetched B brought C carried D sent
- 3 A scene B mark C stage D point
- 4 A risen B grown C lifted D surfaced
- 5 A in spite of B instead of C apart from D on account of
- 6 A prolonged B remained C resided D persevered
- 7 A item B issue C matter D feature
- 8 A delivered B awarded C proposed D offered

## Part 2

### Tip Strip

**Question 9:** Which preposition is used with the verb to 'invest'?

**Question 11:** Which word completes the common expression that tells you that another point is going to be made?

**Question 12:** You need a possessive pronoun here.

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

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 

G	R	E	A	T															
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

### Choosing Binoculars

For independent travellers, a good pair of binoculars often represents an essential piece of kit. Unless you're planning to do a (0) ..... deal of bird-watching or other specialist activities, however, there's no need to invest (9) ..... a full-size pair. Compact binoculars are fine when (10) ..... comes to general all-purpose viewing in good light. What's (11) ....., they are certainly easier to carry round.

Everyone has (12) ..... own idea of what makes a comfortable pair of binoculars. When you're considering (13) ..... of the many brands and models on the market you should choose, don't base your decision on price alone. A better idea (14) ..... to pop down to your local photographic store and (15) ..... those that fall within your price range a test run.

(16) ..... you might like the look of a particular pair, you may not find the handling and viewing position comfortable. Finally, make sure the binoculars come with a decent case and a comfortable neck strap. These details can make all the difference when you're out in the field.

Part 3

**Tip Strip**

**Question 17:** You need to add a prefix to create the opposite meaning of this word.

**Question 19:** Add another word to 'let' to form a compound word which completes a common collocation with 'retail'. Your answer needs to be plural.

**Question 23:** What noun can you make from this verb? It means 'use'.

**Question 24:** Add a suffix to make a noun. Which letter from the verb is dropped?

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0    D   A   I   L   Y   

**The Inventor of the Bar Code**

Although you may never have heard of Joe Woodland, you almost certainly use his invention on a (0) ..... basis. **DAY**

For Joe was the man who came up with the idea of the bar code – that little box containing parallel lines of (17) ..... **REGULAR**

width and (18) ..... that you find on the packaging **LONG**

of most products that are offered for sale at retail (19) ..... **LET**

world wide. Joe Woodland actually invented the bar code way back in 1949, when the manager of a supermarket in Philadelphia asked him to design an electronic (20) ..... **CHECK**

system which would be both simple and effective. The purpose of the bar code is to store (21) ..... information **CODED**

about the product, which (22) ..... speeds up the process of recording sales and restocking the shelves. **POTENTIAL**

The idea was way ahead of its time however, and didn't find any immediate practical (23) ..... It was the **APPLY**

(24) ..... of laser gun technology decades later which **ARRIVE**

allowed Joe's invention to come into everyday use.

Part 4

Tip Strip

Question 25: You need a phrase that talks about time. It also has a definite article.

Question 26: The key word is an adjective. Which verb usually comes before it?

Question 27: The key word comes first in the gap, and needs to be followed by an adjective and noun combination. Change two words from the input sentence to make this expression. You also need to add an article.

Question 29: Find the adjective in the input sentence. Use the noun of this word in the new phrase.

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

Example:

0 Chloe would only eat a pizza if she could have a mushroom topping.
ON
Chloe ..... a mushroom topping when she ate a pizza.

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

Example: 0 INSISTED ON HAVING

In the exam, write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

25 We were late arriving at the cinema and so missed the start of the film.

BY

The film had ..... we arrived at the cinema.

26 Simon found the recipe book very hard to follow.

DIFFICULTY

Simon ..... in following the recipe book.

27 The ice-skater performed faultlessly and received full marks.

GAVE

The ice-skater ..... and received full marks.

28 I was just about to call you to see what time you were coming.

POINT

I ..... you to see what time you were coming.

29 Harry was disappointed to hear the news that the match had been cancelled.

CAME

News of the cancellation of the match ..... to Harry.

30 At this time of year, the area is often affected by violent storms.

FEELS

At this time of year, the area often ..... violent storms.

You are going to read an article about the effects of digital media on people's minds. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers on the separate answer sheet.

## Is the internet making us stupid?

In an article in *Science*, Patricia Greenfield, a developmental psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that certain computer tasks, like playing video games, increase the speed at which people can shift their focus among icons and other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in less rigorous and 'more automatic' thinking.

In one experiment at an American university, half a class of students was allowed to use internet-connected laptops during a lecture, while the other half had to keep their computers shut. Those who browsed the web performed much worse on a subsequent test of how well they retained the lecture's content. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

Greenfield concluded that 'every medium develops some cognitive skills at the expense of others'. Our growing use of screen-based media, she said, has strengthened visual-spatial intelligence, which can strengthen the ability to do jobs that involve keeping track of lots of rapidly changing signals, like piloting a plane or monitoring a patient during surgery. However, that has been accompanied by 'new weaknesses in higher-order cognitive processes', including 'abstract vocabulary, mindfulness, reflection, inductive problem-solving, critical thinking and imagination'. We're becoming, in a word, shallower.

Studies of our behaviour online support this conclusion. German researchers found that web browsers usually spend less than ten seconds looking at a page. Even people doing academic research online tend to 'bounce' rapidly between documents, rarely reading more than a page or two, according to a University College London study. Such mental juggling takes a big toll. In a recent experiment at Stanford University, researchers gave various cognitive tests to 49 people who do a lot of media multitasking and 52 people who multitask much less frequently. The heavy multitaskers performed poorly on all the tests. They were more easily distracted, had less control over their attention, and were much

less able to distinguish important information from trivia. The researchers were surprised by the results. They expected the intensive multitaskers to have gained some mental advantages. That wasn't the case, though. In fact, the multitaskers weren't even good at multitasking. 'Everything distracts them,' said Clifford Nass, one of the researchers.

It would be one thing if the ill effects went away as soon as we turned off our computers and mobiles, but they don't. The cellular structure of the human brain, scientists have discovered, adapts readily to the tools we use to find, store and share information. By changing our habits of mind, each new technology strengthens certain neural pathways and weakens others. The alterations shape the way we think even when we're not using the technology. The pioneering neuroscientist Michael Merzenich believes our brains are being 'massively remodelled' by our ever-intensifying use of the web and related media. In 2009, he said that he was profoundly worried about the cognitive consequences of the constant distractions and interruptions the internet bombards us with. The long-term effect on the quality of our intellectual lives, he said, could be 'deadly'.

Not all distractions are bad. As most of us know, if we concentrate too intensively on a tough problem, we can get stuck in a mental rut. However, if we let the problem sit unattended for a time, we often return to it with a fresh perspective and a burst of creativity. Research by Dutch psychologist Ap Dijksterhuis indicates that such breaks in our attention give our unconscious mind time to grapple with a problem, bringing to bear information and cognitive processes unavailable to conscious deliberation. We usually make better decisions, his experiments reveal, if we shift our attention away from a mental challenge for a time.

But Dijksterhuis's work also shows that our unconscious thought processes don't engage with a problem until we've clearly and consciously defined what the problem is. If we don't have a particular goal in mind, he writes, 'unconscious thought does not occur'. The constant distractedness that the Net encourages is very different from the kind of temporary, purposeful diversion of our mind that refreshes our thinking. What we seem to be sacrificing in our surfing and searching is our capacity to engage in the quieter, attentive modes of thought that underpin contemplation, reflection and introspection.

**Tip Strip**

**Question 31:** Look for what Patricia's work actually involved.

**Question 35:** You need to read the whole paragraph to get this answer.

**Question 36:** Look before the name in the text to see what point his research supports.

- 31 What do we learn about Patricia Greenfield's research in the first paragraph?
- A It focused on problems resulting from use of media technologies.
  - B It did not produce consistent patterns in connection with computer use.
  - C It involved collating the results of work done by other people.
  - D It highlighted differences between people when using computers.
- 32 Two of the experiments mentioned in the second paragraph concerned
- A the amount of attention people pay to what they see on computers.
  - B the connection between computer use and memory.
  - C the use and non-use of computers for studying.
  - D changes that happen if people's computer use increases.
- 33 One of Greenfield's conclusions was that
- A certain claims about the advantages of computer use are false.
  - B computer use has reduced a large number of mental abilities.
  - C people do not care about the effects of computer use on their minds.
  - D too much emphasis has been placed on the benefits of computer use.
- 34 One of the pieces of research mentioned in the fourth paragraph indicated that
- A some people are better at multitasking than others.
  - B 'mental juggling' increases the mental abilities of only a few people.
  - C beliefs about the effectiveness of multitasking are false.
  - D people read online material less carefully than other material.
- 35 What is the writer's purpose in the fifth paragraph?
- A to advise on how to avoid the bad effects of new media technology
  - B to present opposing views on the consequences of use of new media technology
  - C to warn about the damage done by use of new media technology
  - D to summarise the findings of the previously-mentioned research
- 36 The writer mentions Ap Dijksterhuis's research in order to make the point that
- A not all research supports beliefs about the dangers of computer use.
  - B the mind functions in ways that computers cannot.
  - C problem-solving can involve very complex mental processes.
  - D uninterrupted concentration on something is not always a good thing.

**Tip Strip**

**Question 37:** Look for words in Extract A that refer to how the building looks, and show the writer's opinion of the design. Read the sentences before and after this word carefully. Does the writer like the appearance of the building? Which of the other writers uses similar language to talk about how the building looks?

**Question 38:** Look at Extract D and underline what the writer says about 'visitors to the city'. Read what the other three writers say about tourists. Which one expresses the same idea as Extract D?

**Question 40:** Underline the sentences in each text that talk about the part of the city where the building is. Three of the writers think it was a good place to build it – which one disagrees?

You are going to read four extracts about a new high-rise building. For questions 37–40, choose from the extracts A–D. The extracts may be chosen more than once.

## The Pinnacle

*Four writers give their opinions about the city's newest high-rise building.*

### A

Inhabitants of our capital city rarely get excited about modern architecture, only really sitting up and taking notice when new structures reach out above the neighbouring roofline and pierce the horizon. So it is with the Pinnacle – the country's tallest new office block which is nearing completion. It seems that, in the world of high-rise architecture, no sooner has a dizzying new height been achieved than work starts on the next contender for that particular crown. By all accounts, however, the height and scale of the Pinnacle will take some beating, and the same can be said for its aesthetic impact. Shaped like a tall elegant pyramid, the building seems set to become a mainstay on the itinerary of visitors to the city, who will be unable to resist its photographic opportunities. Located in the unfashionable east of the city, the building will also bring work and development to an area that has long been in need of it.

### B

Though not yet finished, the Pinnacle's intrusion into our horizon ensures that most citizens are ready to offer opinions about it long before we've had the chance to work in its offices, sleep in its hotel, or visit the viewing gallery at the top. There is something about tall buildings that attracts us, as is witnessed by the queues of day trippers eagerly awaiting their chance to ride to the top of the city's current tallest building on the other side of the river. Some have questioned the Pinnacle's location in an otherwise undeveloped quarter, dwarfing as it does the eighteenth-century houses below it. But I would disagree. The graceful structure blends in remarkably well with its immediate environment, and local people have benefited from the improved public transport links that have been put in place as a result of the project.

### C

Wonderfully designed it may be, but the Pinnacle is hardly a thing of beauty. More important, however, is the wider significance of the project. It's a fool who argues that a city should not grow, should be preserved as a historic monument for the benefit of the tourist industry, but to look upon the Pinnacle is to see a monumental reminder that most citizens have no stake in the way their environment is changing. There's no doubt it stands to regenerate a rather run down part of the city, but how keen are the local residents on having this monstrous structure spring up literally on their doorstep? The central business district, already the site of other high-rise structures, could surely have accommodated the intrusion more easily.

### D

Despite our fascination with the rather brutal visual impact the new structure has on its surroundings, it is the wider impact of the Pinnacle that may prove to be its greatest legacy. And it's a legacy that may endure beyond the building's inevitably short-lived reign as the city's tallest structure. So many people will work in the building that the city's public transport network has had to be radically rethought in order to accommodate it, a move which will benefit commuters and locals alike for years to come, even if they never go up the tower itself. This is why the decision to build the structure in a forgotten corner of the city, originally perceived as rather unwise, has proved a stroke of genius. There can be little doubt that visitors to the city will be drawn to the east bank by the building, not only for the experience of riding in its high-speed lifts, but for the fine view of the city's other skyscrapers that can be gained from the viewing terrace on the roof.



**Which writer**

supports the opinion put forward in Extract A about the appearance of the building?

37	
----	--

expresses the same view as Extract D regarding the probable role of the building as a tourist attraction?

38	
----	--

disagrees with Extract D about how long the building is likely to hold a particular record?

39	
----	--

puts forward a different view from others about the choice of site for the building?

40	
----	--

You are going to read a magazine article about a training session with a stuntman – someone who performs the dangerous and exciting actions in films. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

In the exam, mark your answers on the separate answer sheet.

## Learning to be an action hero

*Alex Benady has a lesson in fitness from a film stuntman.*

'Now see if you can touch your toes,' says Steve Truglia. As a former Army physical training instructor, he is used to dealing with less than sharp trainees. But how hard can that be? Fifteen seconds of blind confusion ensue before I finally locate my feet. The truth is I can't reach much past my knees and the effort of doing even that seems to be rupturing my kidneys.

41

These days, Steve is one of Britain's top stuntmen. You might have seen him in various well-known action movies. Although I have no real desire to enter rooms through the ceiling or drive into walls at high speed like him, I wouldn't mind looking a bit more like an action hero, so Steve is showing me exactly how he stays 'stunt fit'. 'It's a very particular, very extreme kind of fitness,' he explains, 'consisting of stamina, flexibility, strength and core stability, balance and coordination.'

42

Right now, we are working on spatial awareness, a subset of coordination which he says is key to being a stuntman. 'It's easy to get disorientated when you are upside down. But if you have a high fall and you don't know exactly where your body is, you won't be able to land safely. If you are lucky, you'll just end up with some serious injuries.' From where I'm hanging, that sounds like a pretty positive outcome. Yet it had all started so well.

43

He usually does this at the end of the session. 'On set, you can guarantee that if you have a big dangerous stunt, you won't do it until the end of the day, when you are completely

exhausted. So I design my training regime to reflect that.' At first, this part of the session consists of standard strength-building exercises: dips – pushing yourself up and down on the arms of a high chair, for triceps and chest; some bench presses, again for chest; lower back exercises; and curls to build up biceps. Then Steve introduces me to the chinning bar, which involves movements for building strength in your back and arms.

44

We move on to balance and coordination, starting by walking along three-inch-wide bars. Not easy, but do-able. 'Now turn round,' says Steve. Not easy and not do-able. I fall off. Now he shows me how to jump on to the bar. Guess what? I can't do that either. Then he points to a two-inch-wide bar at about waist height.

45

Now it's outside for some elementary falls. He shows me how to slap the ground when you land, to earth your kinetic energy. He throws me over his shoulder and I arc gracefully through the air, landing painlessly. But when it's my turn, I don't so much throw him as trip him up and he smashes into the ground at my feet, well short of the crash mat. Sorry, Steve.

46

At least I'll never suffer from an anatomical anomaly – which is what happens when your thighs are so massive, the other parts of your anatomy look rather small by comparison.

### Tip Strip

**Question 41:** Look for a word in the options that means 'weak'.

**Question 43:** The text before the gap says 'Yet it had all started so well.' Look for an option that talks about the beginning of something.

**Question 45:** The base text is talking about a bar. Find this word in the options.

- A** 'We'll just warm up first,' says Steve as we enter the Muscleworks Gym in East London. Five minutes on the recumbent cycle and I'm thinking this stunt lark is a piece of cake. Then we start some strength work, vital for hanging off helicopters, leaping off walls, etc.
- B** It's clear that I have some work to do before I am ready to amaze the world with my dripping physique and daredevil stunts. But I have taken one comforting piece of knowledge from my experience.
- C** Instead, we work on what he calls our 'cores'. 'All powerful movements originate from the centre of the body out, and never from the limbs alone,' he says. So we'll be building up the deep stabilising muscles in our trunks, the part of the body from the waist to the neck.
- D** He reckons anyone can get there with a couple of gym sessions and a couple of runs a week. 'The key is variety: do as many different types of exercise as possible. Even 20 minutes a day will do.'
- E** Much to my surprise, I can actually do a few. Then he says innocently: 'Just raise your legs so they are at 90 degrees to your body.' Pain, pain, pain. 'Now open and close your legs in a scissor motion.' I manage to do that once.
- F** You may think that this sounds a bit feeble. But I was dangling upside down at the time, suspended from a bar by a pair of gravity boots.
- G** With feet firmly together, he leaps on, balances himself, leaps off, on, off. For good measure he circuits the gym, leaping from one to another, using his thighs to generate the power to leap and the power to stop himself from falling when he lands. Despite his heavy build, he has the feet of a ballerina.

Part 8

**Tip Strip**

**Question 48:** Look for all the years and dates in the texts. Which one is linked to 'a significant event'?

**Question 51:** Look for bad aspects of the jobs that have changed over the years. Which text talks about improvements?

**Question 53:** Look at the end of all the texts. At the end of which text do you find information about the type of people doing it?

**Question 56:** The question talks about Britain. Look for a reference to 'elsewhere'.

You are going to read a magazine article about jobs in Britain that used to be common but are uncommon now. For questions 47–56, choose from the sections of the article (A–D). The sections may be chosen more than once.

In the exam, mark your answers on the separate answer sheet.

**In connection with which of the jobs are the following mentioned?**

- how hard it can be to find someone who does this job
- a significant event involving people doing this job
- the kind of people who need this kind of expertise
- a comment on how little interest there is now in this kind of work
- improvements that were made for people doing this job
- a prediction that proved to be accurate
- the kind of people still doing this job
- a positive result of not many people doing this job anymore
- something that people doing the job now find surprising
- the reason why this job is no longer common in Britain but exists elsewhere