

Test 8

READING AND USE OF ENGLISH (1 hour 30 minutes)

Part 1

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

Example:

0 A borne B endeavoured C undertaken D committed

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

Citizen Science

'Citizen Science' is a new term given to scientific research which is (0) by members of the public, working in (1) with professional scientists and scientific institutions. The type of research involved ranges from fairly passive activities, such as downloading software which allows your home computer to analyse scientific data, to more active research such as recording (2) of endangered species in your local area.

The term 'Citizen Science' may be relatively recent, but the (3) is centuries old. Amateur scientists, particularly naturalists, have contributed to science for hundreds of years. However, the internet has (4) changed the way in which enthusiasts can work together and share their findings. One example of this is 'Galaxy Zoo', which (5) on volunteers to classify galaxies online. Within the first seven months of the project, volunteers had analysed 900,000 galaxies – a rate of analysis that would (6) have been unachievable.

In addition to aiding researchers, citizen science projects also (7) an educational purpose, encouraging more people to become actively (8) in science.

- | | | | | |
|---|-----------------|-----------------|---------------|-----------------|
| 1 | A unity | B participation | C accordance | D collaboration |
| 2 | A sightings | B visions | C detections | D looks |
| 3 | A operation | B practice | C manner | D routine |
| 4 | A fundamentally | B centrally | C principally | D primarily |
| 5 | A brought | B sent | C turned | D called |
| 6 | A anyhow | B hence | C otherwise | D thereby |
| 7 | A present | B serve | C deliver | D assist |
| 8 | A absorbed | B consumed | C dedicated | D engaged |

Part 2

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

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

Example: 0 O N

Walking – the Best Exercise

Exercise researchers at Edinburgh University have discovered that British people walk (0) average 120km less per year than they (9) just a decade ago. Experts recommend that people should walk (10) 10,000 and 12,000 steps a day to stay healthy, but if their figures (11) to be believed, the (12) of British people only manage 3,000. Naturally, this concerns the researchers, who point out the wide range of physical and mental health benefits to people of all ages.

For people who want to take things (13) stage further and use walking as a keep-fit activity, much information is now available online on walking technique; and new exercise concepts like ‘speed walking’ and ‘power walking’ have become popular. According to these sources, it is important to relax the shoulders and keep them down, to swing the arms in time (14) the stride and to lean forward slightly from the ankles. Also, in (15) to increase walking speed, it is advised to concentrate on frequency of steps made as opposed (16) length of stride.

Part 3

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

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

Example: 0 A R C H I T E C T U R A L

Living with Skyscrapers

Skyscrapers are (0) wonders of modern cities. There is an increasing (17) on them to maximise city space and tourists love to admire them. But while tall buildings look (18) from afar, in many ways their most (19) impact is at ground level.

Wind speed increases in (20) to height, and tall buildings force winds that would normally stay well above street level groundwards. This creates micro-climates at the foot of the building that feel (21) colder than surrounding areas. Skyscrapers also cast (22) shadows. In hot climates this is appreciated, but in colder countries, where the sun is welcomed, it’s more likely to be a cause of (23) Groups of tall buildings also affect the transmission of sound at ground level and can result in noise being amplified to intolerable levels.

Some architects have been accused of being (24) of the impact of skyscrapers on pedestrians’ lives and of disregarding the fact that, in order to encourage walking and street life, buildings need to interact with what is at their base.

- ARCHITECT
RELY
AWE
SIGNIFY
RELATE
CONSIDER
SUBSTANCE
ANNOY
DISMISS

Part 4

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

Example:

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

ON

James to the head of department alone.

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

Example: 0 INSISTED ON SPEAKING

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

25 It's none of your business what I choose to do in my free time.

NOTHING

What I choose to do in my free time with you.

26 We will let you know if your travel itinerary needs to be changed in any way.

NOTIFY

We will that need to be made to your travel itinerary.

27 There was no need for us to rush to the station as our train was delayed.

TAKEN

We could getting to the station as our train was delayed.

28 David reduced the amount of chocolate he ate, because his doctor advised him to.

ADVICE

As a result of down on the amount of chocolate he ate.

29 That was the most stimulating lecture on climate change that I've ever heard.

MORE

I've yet stimulating lecture on climate change.

30 As soon as the company advertised the job vacancy, the applications came flooding in.

HAD

No advertised, than the applications came flooding in.

Part 5

You are going to read a magazine article about light pollution. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Our Vanishing Night

If humans were truly at home under the light of the moon and stars, we would go in darkness happily, the midnight world as visible to us as it is to the vast number of nocturnal species on this planet who feel at home in it. Instead, we are diurnal creatures, with eyes adapted to living in the sun's light. This basic fact is engrained deep in our genetic make-up, even though most of us don't think of ourselves as diurnal beings any more than we think of ourselves as primates or mammals or Earthlings. Yet it's the only way to explain what we've done to the night.

We've somehow managed to engineer the night to receive us by filling it with light. This kind of control is no different from the feat of damming a river. Its benefits come with consequences – called light pollution – whose effects scientists are only now beginning to study. Light pollution is largely the result of bad lighting design, which allows artificial light to shine outward and upward into the sky, where it's not wanted, instead of focusing it downward, where it is. Ill-designed lighting washes out the darkness of night, altering light levels and light rhythms to which many forms of life, including ourselves, have adapted. Wherever man-made light spills into the natural world, some aspects of life – migration, reproduction, feeding – is affected.

For most human history, the phrase 'light pollution' would have made no sense. Imagine walking towards London on a moonlit night around 1800, when it was Earth's most populous city. Nearly a million people lived there, making do, as they always had, with candles, torches and lanterns. Only a few houses were lit by gas, and there would be no public gaslights in the streets or squares for another seven years. From a few miles away, you would have been more likely to smell London than to see its dim collective glow.

We've lit up the night as if it were an unoccupied country, when nothing could be further from the truth. Among mammals alone, the number of nocturnal species is astonishing. Light is a powerful biological force, and on many species it acts as a magnet attracting them to it. The effect is so powerful that scientists speak of songbirds and seabirds being 'captured' by searchlights on land or by the light from gas flares on marine oil platforms, circling and circling in the thousands until they drop. Migrating at night, birds are apt to collide with brightly lit tall buildings; immature birds on their first journey suffer disproportionately. Some birds – blackbirds and nightingales, among others – sing at unnatural hours in the presence of artificial light.

It was once thought that light pollution only affected astronomers, who need to see the night sky in all its glorious clarity. Unlike astronomers, most of us may not need an undiminished view of the night sky for our work, but like most other creatures we do need darkness. Denying darkness is futile. It is as essential to maintaining our biological welfare as light itself; the price of modifying our internal clockwork means it doesn't operate as it should, causing various physical ailments. The regular oscillation of waking and sleep in our lives is nothing less than a biological expression of the regular oscillation of light on Earth. So fundamental are these rhythms to our being that messing with them is akin to altering our center of gravity.

In the end, humans are no less trapped by light pollution than the frogs in a pond near a brightly lit highway. Living in a glare of our own making, we have cut ourselves off from our evolutionary and cultural heritage – the light of the stars and the rhythms of day and night. In a very real sense, light pollution causes us to lose sight of our true place in the universe, to forget the scale of our being, which is best measured against the dimensions of a deep night with the Milky Way – the edge of our galaxy – arching overhead.

- 31 In the first paragraph, what does the writer suggest about darkness?
- A It is linked to our survival instinct.
 - B Early humans became accustomed to it.
 - C We are one of the few animals who fear it.
 - D Our response to it is intrinsic to our species.
- 32 The writer refers to damming a river to underline the fact that
- A beneficial modifications can have negative effects.
 - B water and light are equally crucial to human and animal life.
 - C light pollution might have a variety of sources.
 - D it's inadvisable to interfere with key environmental features.
- 33 What point is the writer making about London in 1800?
- A It was virtually invisible at night.
 - B It was famed for its resourceful lighting.
 - C Its inhabitants were subject to strict laws regarding lighting.
 - D Its lack of illumination made it a dangerous place.
- 34 In the fourth paragraph, the writer suggests that light pollution has caused some animals to
- A develop physiological adaptations to brighter conditions.
 - B alter behavioural patterns.
 - C risk becoming endangered species.
 - D be more susceptible to predation.
- 35 In the fifth paragraph, the writer draws a comparison between 'denying darkness' (line 29) and
- A maintaining our biological welfare.
 - B modifying our internal clockwork.
 - C causing various physical ailments.
 - D altering our centre of gravity.
- 36 The overall tone of the article is one of
- A concern about how escalating light pollution will affect species in the future.
 - B regret at the loss of a fundamental aspect of our relationship with nature.
 - C optimism about our increasing awareness of a key environmental issue.
 - D doubt as to whether the effects of light pollution can ever be reversed.

line 29

Part 6

You are going to read four extracts from articles in which scientists give their views on zoos. For questions 37–40, choose from the scientists A–D. The scientists may be chosen more than once. Mark your answers on the separate answer sheet.

The Role of Zoos

- A I'm very well aware of the downsides of maintaining wild animals in captivity, but the fact that they're far from ideal for the particular specimens which are unfortunate enough to be held captive doesn't mean that zoos can't help wildlife in general. Those who would like them all to close should remember that many people can't afford to go and see animals in their natural habitat. I condemn completely the practice of having animals such as dolphins and monkeys put on shows for visitors, but having one of the zoo keepers give a short talk on an animal while children look at it is an excellent way of teaching them about wildlife. Furthermore, zoos, particularly the bigger, more famous ones, have become leaders in projects such as the reintroduction of captive-born animals to the wild, which are boosting efforts to save those threatened with extinction.
- B Having worked in many different zoos over the years, I have developed something of an ambivalent attitude towards them. Zoos have always been in the entertainment business, and as long as the animals are not suffering, and the tricks they are asked to carry out are activities they would do naturally, that's fine. This doesn't mean, however, that I like seeing animals in cages. Animals in zoos are plagued with mental and behavioural problems which lead to a drastically shortened life expectancy. Far more could be done to improve their quality of life, but unfortunately, many boards and directors see their zoos as a community resource similar to the local pool or library, and fail to consider the needs of the animals when it comes to allocating budgets.
- C The work that zoos do on a global level to co-ordinate population management of endangered species has made a real difference. One notable success in this area is the case of the Californian condor, for instance. Having said that, I still question whether we should be keeping animals in zoos at all. In recent decades, huge sums have been spent on improving the habitats of animals at many zoos, but ultimately we have to accept that an enclosure, however stimulating, isn't the right place for a wild creature. If we have to keep animals in captivity, then surely safari parks, in which the humans are enclosed in vehicles, while the animals roam free, are a better alternative. Additionally, by setting wildlife in a more natural environment, they provide real opportunities for visitors to develop their understanding of the animals, which is a claim I have never believed when it's made by zoos.
- D I imagine that many of the strongest critics of zoos rarely set foot in one, but I would urge them to take another look. Entry charges are high, but when you look at the first-class facilities for both visitors and animals, you can see that the money is being used wisely. Zoo animals across the globe now live in conditions which closely resemble their natural habitat and allow them to behave in as natural a way as possible. It's unfortunate that, despite making these changes, some zoos have chosen to continue the practice of having animals perform for the crowds. These distasteful displays have no place in modern society. The emphasis now needs to be firmly on the well-being of animals – not just those in zoos, but also those whose continued existence in the wild is in question. This is an area where zoos could do much more to make use of their considerable expertise.

Which scientist

- has a different opinion from A on whether traditional zoos serve an educational purpose?

37	
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- has the same opinion as A on using zoo animals as a form of entertainment?

38	
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- shares an opinion with A on the contribution that zoos make to conservation?

39	
----	--
- has a different opinion from D on the financial choices which zoo managers make?

40	
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Part 7

You are going to read a magazine article about geothermal power in Iceland. Six paragraphs have been removed from the article. Choose from the paragraphs **A–G** the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

Geothermal Power in Iceland

Iceland makes use of geothermal power, where heat from the centre of the earth causes water below the surface to become superheated in the form of hot springs or geysers

Around 24 million years ago, Iceland first rose from the ocean as a collective of lava and gas-spewing volcanoes. Perched atop the rift between divergent North American and Eurasian tectonic plates, this island of fire and ice is still shaped by powerful subterranean forces. Eruptions, mud pools and spouting geysers are all part of daily Icelandic life.

41

Fast forward in time, and geothermal resources now produce 25% of Iceland's electrical power, as well as meeting the country's heating and hot water needs. On the face of it, Iceland appears to be sitting pretty with regard to renewable energy supplies. However, the country's geothermal resources aren't quite as clean, green or limitless as you might imagine. Studies have shown that the overuse of geothermal resources degrades water reserves permanently, or for significant lengths of time. According to energy consultant Ketill Sigurjonsson, there is an ongoing debate about just how sustainable Iceland's geothermal resources are. 'If energy companies can't find a way to stabilise the national power output, then this may create severe difficulties for them further down the line,' he explains.

42

Much of this is directed at the government's policy several years back of selling vast quantities of energy to metal-producing companies and approving construction of several smelters – the machines used to extract metals from ores. When Iceland's oldest smelter started production more than four decades ago, the country's metal industry accounted for no more than 3% of its Gross Domestic Product.

43

The smelters now consume about 75% of all electricity generated in Iceland. The contracts the government negotiated with the metal companies mean they pay

relatively little for the energy they consume. Measures are therefore being taken to reduce Iceland's dependence on metal production, with the government trying to attract other large-scale end users of electrical power.

44

'The Icelandic government and geothermal energy companies are now pushing again for the exploitation of Iceland's geothermal resources to serve industry,' says Miriam Rose, a geologist at Reykjavik-based NGO Saving Iceland. 'However, there's increasing evidence that their estimates of available energy are overstated, and there are also serious pollution considerations. Many Icelanders are very worried about this, especially as the springs and geysers are a major tourist attraction.'

45

According to the US Environmental Protection Agency, geothermal sites release around five percent of the carbon dioxide, one percent of the sulphur dioxide, and less than one percent of the nitrous oxide that's emitted by a coal-fired site of an equal size. But crucially, Reykjavik Energy's Hellisheidi and Nesjavellir geothermal plants currently emit around 28,000 tonnes of hydrogen sulphide annually. A recent study linked emissions of this gas with the increased incidence of asthma among Reykjavik's residents, and strict new government regulations established in 2010 have forced the geothermal industry to slash hydrogen sulphide emissions from its plants or face closure.

46

Perhaps the biggest shake-up in the Icelandic geothermal industry will take place if 'IceLink' – a 1,000 kilometre undersea power cable connecting the Icelandic and British grids – gets the go-ahead. Still in the conceptual stage, it would be the longest undersea cable in the world, costing around US\$6.6 billion and taking four years to build.

- A** However, not everyone is convinced that this is the way forward. Experts maintain that compared to the geological time scale of oil regeneration, geothermal energy is relatively renewable.
- B** In less than a decade, these new plants were producing 870,000 tonnes annually, virtually all destined for overseas markets. Soon, such exports were eclipsing fisheries exports in value for the first time in the island's history.
- C** Not only that, but Iceland's geothermal power sector as a whole is likely to incur public criticism. Given that the industry has already drawn some negative publicity, it could do without further condemnation.
- D** Geothermal resources may be renewable if used sustainably, but they aren't emissions free, as locals and visitors who walk the streets of Iceland's capital can testify. However, emissions rates associated with geothermal power plants are much lower than emissions from coal or natural gas-fired power plants.
- E** Given the vast amounts of energy flowing just below the ground, it's little wonder that Iceland is now pushing the boundaries of geothermal technology and resource use. While naturally hot water has long been harnessed by Iceland's inhabitants, it wasn't until the oil and gas price hikes of the 1970s that the island began to use it to produce electricity.
- F** Acting on these requirements, experiments and projects are underway at various sites to ensure that the situation is brought under control. It should soon be clear how successful they've been.
- G** It was recently announced, for example, that the national power company had signed an agreement to supply power to a new silicon production plant being constructed in Helguvik on Iceland's southwest coast. Ecologists, however, have renewed their concerns.

Part 8

You are going to read an article about polyglots, people who speak many languages. For questions 47–56, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person mentions

- a lack of concern about their identity?

47	
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- advice about when to fit in an important aspect of language acquisition?

48	
----	--
- a reason for concentrating on one language at a time?

49	
----	--
- a means of coping with the most challenging phase of language acquisition?

50	
----	--
- a description of the stages in a person's language learning method?

51	
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- an early appreciation of an advantage of being multilingual?

52	
----	--
- a long-term view of their own language learning?

53	
----	--
- an emotion brought on by the sound of a language?

54	
----	--
- appreciation for an experience arising from being a polyglot?

55	
----	--
- the prospect of changing their language-learning goal?

56	
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Natural Born Linguists

What drives multi-language speakers? Martin Williams finds out.

A Ludmila Orlova

Being multilingual is fundamental to who I am because I think in different languages. My mind starts a thought in one language, then finds a particular word in another language that fits exactly what I am thinking. Each language resonates with me in a distinct way. Russian makes me more melancholic because of its minor tone, for example. There's a downside, though: when I'm in a monolingual environment for too long, I yearn to switch to a different language. I have to think 'will this person understand me if I say something in language X?' I had an early start at learning languages. I moved to the US from the former Soviet Union when I was three and learnt English quickly. For some reason though, my primary teacher didn't think I was bright enough to study languages at secondary school, which just goes to show you that general academic achievement isn't always a good indicator of one's ability to learn a language. If I had studied languages the formal way in school, I would never have become a polyglot.

B Simon Richards

I was always fascinated by languages and accents – I tried to mimic them all the time when I was a child. At school I was always drawn to the kids who had some link to abroad and I wanted to find out more. I got to study languages at school and university eventually, and it grew from there. Today, my daily life is multilingual. I often get mistaken for other nationalities and I honestly no longer regard nationality as important. It seems almost odd for me to talk about being just British now. Learning languages is an endless and ongoing process for me, which I intend to continue for as many years as my body and mind will allow. When I'm really in the learning zone, my focus is narrow and I try to forget about my other languages. If I didn't, I'd go mad. I simply start a new language and don't think about the others, unless I see obvious links to help the learning process and to understand grammar.

C Anthony Fields

I used to spend long summers in Greece and Japan as a child, trying to play with the other kids, but none of them spoke any English. It struck me how nice it would be to be able to talk to anybody in the world, regardless of what language they spoke. Pronunciation is the most important thing for me. So I start off really basic, focusing on that. Once I feel more confident, I move on to music from the language to tune in further. The dead time when you're on a bus or doing any mundane task is ideal for squeezing in crucial subconscious language learning, which will pay off in the long run. Learning new languages never stops: there is always more to learn. But my student days are almost over and the prospect of searching for a career is looming closer – so I am thinking about taking a couple of languages to a much higher level. Speaking other languages at native level is an entirely different task to just being a polyglot.

D Liam Clarke

I did poorly in languages in school. I barely passed German and, until I was 21, I only spoke English. I moved to Spain after graduating; after six months, I still hadn't learned any Spanish. I kept telling myself that I didn't have the language gene. Eventually, I decided to put my excuses aside and dive in. It took a while, but as soon as I had a basic conversation, I got hooked. That was ten years ago, and since then I've travelled the world, learning many languages. I don't think visiting the country where the language is spoken is really that necessary nowadays, because of the internet. But if you do travel, it opens a lot of interesting doors. I recently had a birthday lunch with four generations of Italians, for example. No way would that have happened if I'd only spoken English. The initial stage is the hardest, but the only real way to get through this is to grin and bear it. I've learned to ignore the fact that I'm making mistakes. That confidence allows me to strive for the next level.

WRITING (1 hour 30 minutes)**Part 1**

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

- 1 Your class has listened to a radio discussion about different ways of looking after young children. You have made the notes below:

Ways of looking after young children:

- at home with parents or other family members
- in nurseries or pre-schools
- with a professional nanny

Some opinions expressed in the discussion:

“Children develop best when they spend a lot of time with their family.”

“It’s important for children to learn to get along with other children.”

“Nannies are trained to deal with all sorts of situations.”

Write an essay for your tutor discussing **two** of the ways of looking after young children in your notes. You should **explain which way is more beneficial** and **provide reasons** to support your opinion.

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

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style.

- 2 An international lifestyle magazine has published an article which argues that pop music contributes nothing to people’s lives. You have read the article and think that its ideas are too negative. Write a letter to the magazine editor in which you explain your reasons for disagreeing with the article, giving your opinion on the value of pop music in people’s lives today.

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

- 3 The international company where you work has recently developed a new product. Your manager has asked you to write a report about this for Head Office. You should briefly describe the product, evaluate how successful it has been so far in your region and suggest ways in which more customers could be attracted to purchase the new product.

Write your **report**.

- 4 A website has asked users to write reviews of unusual leisure activities they have tried. Your review should describe what the activity was, commenting on how far it met your expectations. You should also explain what kind of person might find this activity particularly enjoyable.

Write your **review**.

LISTENING (approximately 40 minutes)**Part 1**

You will hear three different extracts.

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

Extract One

You hear part of a radio interview with a product designer called Charles Loughlan.

- 1 How does Charles feel about designers who put their names on products?
 - A He understands their basic needs.
 - B He is dismissive of their motives.
 - C He admires their business skills.
- 2 What does Charles suggest about a good product?
 - A Its appearance should reflect its function.
 - B It should encourage a desire to possess it.
 - C Its ecological impact should be considered.

Extract Two

You hear two friends discussing a TV interview with an actress called Celia Dent.

- 3 They agree that the interviewer made the mistake of
 - A dominating the discussion.
 - B asking predictable questions.
 - C failing to listen fully to answers.
- 4 The man says that certain film stars can be difficult to interview because
 - A they generally show a lack of spontaneity.
 - B they're unwilling to reveal their true personality.
 - C they're too anxious to promote their latest work.

Extract Three

You hear two freelance journalists talking about their work.

- 5 When talking about how he tackles a creative writing task, the man
 - A points out how easily he can assume the right frame of mind.
 - B tries to justify his antisocial behaviour when working.
 - C admits that frequent breaks can be beneficial.
- 6 What does the woman say about her earlier writing?
 - A She feels she no longer fully relates to it.
 - B She tends to draw on similar themes in her current work.
 - C She highlights the improvements she's noticed in her work.

Part 2

You will hear a woman called Janine Rogers giving a talk about her work. For questions 7-14, complete the sentences with a word or short phrase.

Working with Chocolate

Janine trained as a (7) before working for her current employer.

Janine found her background particularly helpful when working on a project to put (8) into chocolate.

Janine uses the word (9) to describe chocolate as a substance to work with.

Janine mentions the method of (10) the cocoa beans as a variable affecting the taste of her chocolate.

Janine says that ideas for new types of chocolate generally come from her company's (11) department.

Janine says the staff responsible for (12) play a surprisingly important role in developing a new chocolate product.

Janine gives the example of (13) as a group that need to be considered when designing the label for a product.

Janine thinks that (14) is the most essential quality needed for her job.

Part 3

You will hear part of an interview with two sports psychologists called Sheila Forbes and Peter Maxton. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Sheila explains that her role involves
 A preventing players from becoming over-confident.
 B responding to whatever players feel they need to improve.
 C enabling players to train aggressively.
 D persuading players that her techniques can really benefit them.
- 16 Sheila says one strategy she uses to achieve her goals is to
 A encourage players to replicate good features of others' performance.
 B ask players to share with her the way they control their anxieties.
 C get players to examine their effectiveness as team members.
 D trace the causes of negative thinking in players.
- 17 Sheila and Peter both think that it's important for sports psychologists
 A to have wide experience in a range of different sports.
 B not to raise false hopes about what they can achieve.
 C not to become too immersed in the environment of sport.
 D to adapt the decisions they make to suit individual situations.
- 18 What was Peter's reaction to his deteriorating sporting performance as a student?
 A He felt disappointed at the lack of relevant help available.
 B He redoubled his efforts to succeed despite failing health.
 C He became desperate to uncover the source of his problem.
 D He switched to what he felt were easier sports to succeed in.
- 19 What does Peter dislike about his job?
 A needing always to be creative in his choice of techniques
 B having constantly to work in different environments
 C being criticised for ineffective working methods
 D feeling he has to justify his achievements to others
- 20 When talking about their profession, Sheila and Peter agree that
 A it's slowly establishing its place in player development.
 B it isn't attracting the right kind of people.
 C its profile needs to be raised among the general public.
 D it has a poorly-developed career structure.

Part 4

You will hear five short extracts in which students are talking about their universities.

TASK ONE

For questions 21–25, choose from the list (A–H) the reason each speaker gives for choosing their university.

- A a personal recommendation
- B a modern facility
- C family pressure
- D its convenient location
- E the support network provided
- F its international reputation
- G its distinctive architecture
- H the range of courses on offer

Speaker 1	21
Speaker 2	22
Speaker 3	23
Speaker 4	24
Speaker 5	25

TASK TWO

For questions 26–30, choose from the list (A–H) what each speaker found hardest at the start of their first year at university.

While you listen, you must complete both tasks.

- A keeping up with the workload
- B getting on with fellow students
- C understanding the academic content
- D finding something to do at weekends
- E locating lecture venues
- F dealing with domestic tasks
- G getting used to a new schedule
- H finding a suitable place to study

Speaker 1	26
Speaker 2	27
Speaker 3	28
Speaker 4	29
Speaker 5	30

SPEAKING (15 minutes)

There are two examiners. One (the interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the assessor) is introduced to you, but then takes no further part in the interaction.

Part 1 (2 minutes)

The interlocutor first asks you and your partner for some information about yourselves, then widens the scope of the questions by asking about e.g. your leisure activities, studies, travel and daily life. You are expected to respond to the interlocutor's questions and listen to what your partner has to say.

Part 2 (a one-minute 'long turn' for each candidate, plus a 30-second response from the second candidate)

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The interlocutor gives you a set of three pictures and asks you to talk about two of them for about one minute. It is important to listen carefully to the interlocutor's instructions. The interlocutor then asks your partner a question about your pictures and your partner responds briefly.

You are then given another set of pictures to look at. Your partner talks about these pictures for about one minute. This time the interlocutor asks you a question about your partner's pictures and you respond briefly.

Part 3 (4 minutes)

In this part of the test, you and your partner are asked to talk together. The interlocutor places a question and some text prompts on the table between you. This stimulus provides the basis for a discussion, after which you will need to make a decision on the topic in question. The interlocutor explains what you have to do.

Part 4 (5 minutes)

The interlocutor asks some further questions, which leads to a more general discussion of the topic you have discussed in Part 3. You may comment on your partner's answers if you wish.